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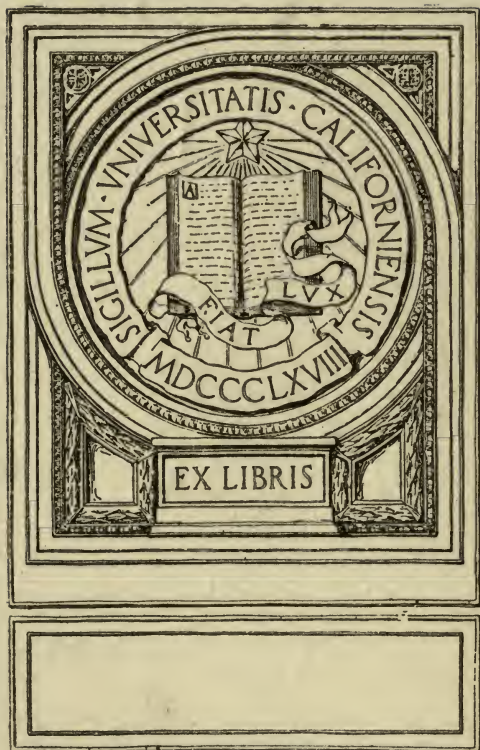
## GENERAL PLAN AND SYLLABUS FOR PHYSICAL TRAINING IN THE ELEMENTARY AND SECOND- ARY SCHOOLS OF THE STATE OF NEW YORK



AS ADOPTED BY THE BOARD OF REGENTS OF THE UNIVERSITY  
OF THE STATE OF NEW YORK UPON THE REPORT AND RECOM-  
MENDATION OF THE MILITARY TRAINING COMMISSION OF THE  
STATE OF NEW YORK

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THE UNIVERSITY OF THE STATE OF NEW YORK  
ALBANY  
1917

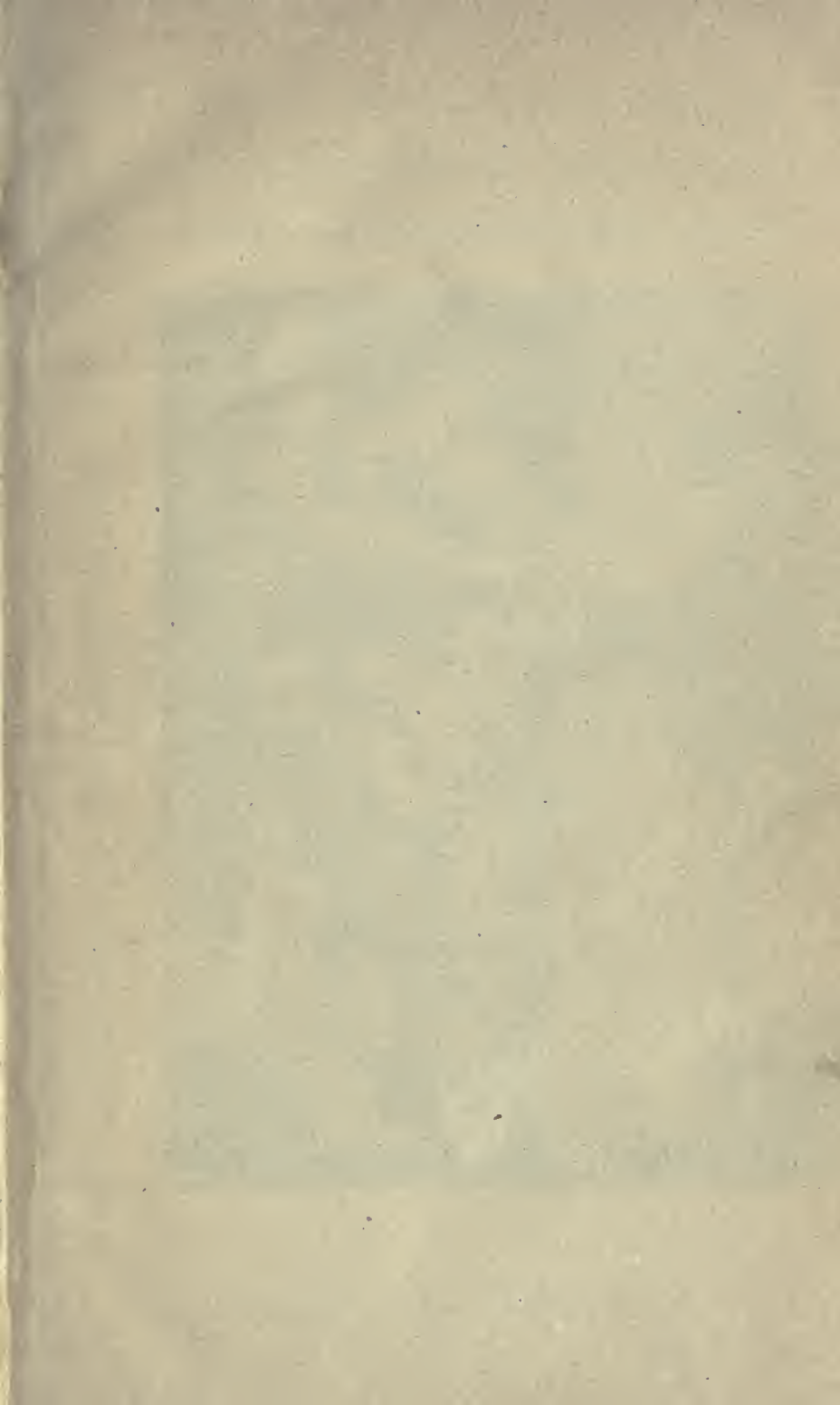






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DISTRICT 9, CANANDAIGUA

Health education is underwritten by the people of this district; by this festival they raised a fund to support forever a playground for their school children.

New York (State) University.

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*Reported to the Legislature by the State Department of Education*

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TO VIND  
AMPROLAD

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The general plan for physical training contained in the following pages was prepared by the Military Training Commission of the State of New York, in conformity with the provisions of chapter 566 of the Laws of 1916. This Commission is constituted as follows: the major general commanding the National Guard ex officio as chairman, a member appointed by the Board of Regents of The University of the State of New York, and a member appointed by the Governor. The tenure of appointment is four years.

Major General John F. O'Ryan by virtue of his office, thus became chairman; John H. Finley, Commissioner of Education, was appointed by the Regents on May 25, 1916; George J. Fisher, M. D., secretary of the physical department, International Committee Young Men's Christian Association, was appointed by the Governor on June 22, 1916.

This general plan was formally adopted and incorporated in the rules and regulations of the State Department of Education by action of the Board of Regents of The University of the State of New York, on October 19, 1916, in conformity with the provisions of chapter 567 of the Laws of 1916.

# A Personal Word to the Teachers of the State

When I came to take the headship of a school in New York City, I employed a physical training teacher to spend several hours with me every week in helping me to get, in the minimum time, the exercise I needed for doing my work. Before long I became aware that the boys in the school, two thousand or more in number, had themselves no instruction or training whatever as to health or the care of their bodies nor even five minutes a day of systematic exercise in the school. This made me so uncomfortable that I arranged to have my teacher give to the boys as much time as he was accustomed to give to me. A few pieces of apparatus were gathered, the free use of an abandoned armory was had, and as many boys as could be cared for were given some training.

In that institution, maintained wholly at the expense of the city, there is now a most efficiently organized department of physical training and hygiene, and every student is required before graduating not only to undergo frequent medical examination but also to take courses intended to promote health and bodily as well as moral discipline.

This splendid provision did not grow out of the meager exercises of my own initiative, but it followed closely after them and illustrates what has been recently done by the city for thousands of its boys, not only in that school but in scores of others. I refer to this particular provision because since coming into the commissionership for the State, I have said again and again that I wished something like this in kind could be done for all the boys and girls in the State, both in the country and city, and especially in the country where it is erroneously assumed there is no need for such systematic instruction or training.

And now, that which was my first desire for all the boys and girls — the desire for their health and happiness as they undergo the mental and moral training which the State deems essential to its life — has with unexpected quickness been put into the general law of the State. By an almost unanimous vote of both branches of the Legislature and upon the recommendation and approval of the Governor, the State, in an act requiring just such provision, has given expression to its concern for the physical well-being of every child within its borders, native-born or alien. It remains only to give that desire and purpose, now expressed in law, its full and universal effect so that the boy of sore eyes and face whom I found one winter morning in the snows of a mountain valley may have at least as much attention as the alien-born boy or girl in a congested block in New York City. It is the most notable constructive program of health education as yet undertaken by a state.

I think of this not as something added to our elementary and secondary programs, though it will mean ultimately a longer school day, because it will include some of the play day, but as something on which all their disciplines must rest and in which they must be enveloped.

I think of these series of prescribed exercises, not chiefly as a means of physical development, important as that is, but as a medium

through which the fundamental purpose and ideal of the school is to be most simply and effectively and universally expressed and practically illustrated: namely, the purpose of helping the individual to a realization of his obligation to the society in which he lives, and to a readiness of spirit and body to meet that obligation in his daily life. On the State both the community and the nation depend in large measure for this early tuition; and it is gratifying that this State has taken the lead in this national educational service.

I find myself wishing that there were songs or civic and patriotic rhythms, instead of numbers, to which these daily exercises could be performed—that the boys and girls could be made conscious that it is not for themselves alone that they go through these motions, but for themselves as happier, healthier, more efficient members of what the philosopher, William James, has called a “collectivity” (whether it be community, city, state or country) superior in some respects to their individual selves.

This is to be the supreme value of this program if it is rightly used—a program which is worth while as a health program, lengthening the lives of these millions of children as men and women, the State's most precious asset—but it is to be worth more as a program of moral discipline and of social and patriotic service.

In an article which I wrote a few months ago, telling how when the Great War came on in Europe, men with whom I traveled went to certain places to find their uniforms in which they were to serve their country in its time of peril, I suggested that every man, every woman, should have, in peace, an invisible uniform always ready in home, office, factory or public locker, to put on when he or she was called to perform a public service of any kind, great or small; and, I added that the weaving of this uniform should be begun in childhood—that is, the preparation for such service should begin in the school days. I prepared this article for grown people, but in the midst of writing this preface, a letter came telling how a group of children had translated its suggestion into their own language and in their summer camp play had shown this “magic uniform,” as it was called, in use in the home, in business, in society. If this idea can be translated into the everyday work and play of the boys and girls of this entire State, through the help of this program, it will give a civic asset even more valuable than the physical vigor and lengthened life of its children in manhood and womanhood.

This program and the syllabus through which the teacher is to be helped to translate it into the lives of the boys and girls, are designed to be suggestive rather than restrictive, for it is wished to give as wide range as possible to the initiative and ingenuity of the teachers, who after all are the vital factors in this great educational undertaking on the part of the State and its schools. The outlines present the best expert advice that can be had in this great enterprise, for the first time undertaken on such a scale, but it is hoped that as a result of the year's experience we shall together be able to enrich the program for the next year and to make possible the fuller realization of that feature of the plan which not only brings play into the school program but correlates the recreational activities of the home and the community with the tuitions of the school.

JOHN H. FINLEY



## LETTER FROM MILITARY TRAINING COMMISSION

The following letter from the State Military Training Commission, accompanying the general plan for physical training proposed to the Board of Regents September 16, 1916, was submitted to the Board under date of September 12, 1916:

September 12, 1916

*To The Honorable*

*The Regents of The University of the State of New York*

SIRS: In accordance with the provisions of chapter 566 of the Laws of 1916, creating the Military Training Commission and directing it "to advise and confer with the Regents of The University of the State of New York as to courses of instruction in physical training, to be prescribed for the elementary and secondary schools," as provided in the amendment to the Education Law by chapter 567 of the Laws of 1916, the commission respectfully submits herewith its recommendations.

The commission is composed, under the act establishing it, of the Major General of the National Guard, who is chairman, a member appointed by the Board of Regents, and a member appointed by the Governor. The commission was not fully constituted until June 22, when the Governor appointed the third member. It then met immediately and several sessions were held before General O'Ryan left for the Mexican border. One of its first acts was to appoint a physical training inspector, in order that his advice might be had in the preparation of the program for physical training to be recommended to the Board of Regents. To this position the commission unanimously appointed Thomas A. Storey Ph.D. M.D., professor of hygiene in the College of the City of New York, a man eminently equipped for this service. To his able and continuous work upon this program during the past two months it is due that the commission is able to make its report at this time.

Before the transmission to the Regents of the original report of the Military Training Commission drafted under date of August 25, 1916, many conferences were held, many of the highest authorities in the United States, both in military and physical training and in general education, were consulted, and the commission is gratified to be able to report that all who were consulted expressed

approval of the plan proposed, in its general features. The second and third members of the commission had the benefit of General O'Ryan's advice in the initial steps and received his full approval, both by letter and telegram, of the program as submitted.

The original report, which presented a program following closely, both in its general features and details, the program recommended by Doctor Storey in his report to the commission under date of July 29, 1916, was, by authorization of the Chancellor of the University, submitted, as a confidential document, to the city, village and district superintendents of the State, with a request, first, for their opinion as to the general features of the proposed plan, and, second, for their advice as to the extent to which the program could immediately be put into effect.

The responses to these requests have been placed in the hands of the commission and have received the very serious consideration which their counsel deserves. While there is almost unanimous approval of the main features of the plan, but few express a physical readiness to undertake at once the whole program. It is clear that for the great majority of the schools it will be an impossibility to provide teachers, necessary apparatus and rooms or grounds, to carry into immediate operation the entire program. The recommendations of the original report have, therefore, been modified to make immediately mandatory only those features of the program which can reasonably be required for this year; and these recommendations for the school year 1916-17, it is to be noted, meet only the minimum time requirement as fixed by the law. The commission urges, however, the adoption of the entire program in its main features for the school year 1917-18, and its immediate introduction where the communities are now prepared to give it support.

Respectfully submitted

JOHN F. O'RYAN  
JOHN H. FINLEY  
GEORGE J. FISHER

*Commission*



## LETTER OF THE COMMISSIONER OF EDUCATION

The letter of the Commissioner of Education to the Regents of The University of the State of New York, accompanying the report of the Military Training Commission, was as follows:

*To The Honorable The Board of Regents:*

The program presented to you today is probably the most comprehensive program of health education and physical training for school children ever authorized by the government of any state or country, and if adopted and put into effective operation it will without doubt determine the lines along which physical education is to proceed in this country where the states must meet the nation's needs in training for the responsibilities of citizenship.

Every phase of this program has been in successful operation in some of the most progressive schools of this or other states, but here for the first time, in this country at any rate, have they been brought under state prescription into one systematic program for practical operation.

It is to touch every child, boy and girl, over eight years of age, in public and private school, and is the first determination of a state, expressed in law, and enacted as a nonpartisan measure, to make the sound health and physical vigor of the child, in the city and country alike, of fundamental concern to the state in its education.

To recommend to the Board of Regents such a program was made the first duty of the Military Commission by the act which created it. That a commission of this title was required to perform such a service intimates that the program of physical training and discipline was to have in view not only the health and strength, and so the happiness and industrial efficiency, of the individuals, but their civic obligation as well and their universal patriotic service. The commission has recommended a program basic to every such obligation.

The commission is charged with another responsibility, that of prescribing a program of military training, but that is to lie entirely outside of the schools and need not be discussed here. What is here presented is a simple, practicable program for universal basic physical training, health education and conservation and patriotic discipline.

It is a program for strengthening the physical foundations in which our higher intellectual and spiritual curriculums are to find support.

It is appreciated that the most vital factor in the program is after all the teacher or supervisor to whom this important work is intrusted. It is hoped that it will in time be possible to have a trained man as supervisor not only in every city, every village of five thousand or more population and every union free school district, as a center with the country schools about it where feasible, but also even in each town which does not contain a high school. One such man, of adequate training, of zealous interest and of faculty for this work, in each district, would do more to develop wholesome recreational and civic activities in the communities than any other possible agency. It will take time of course to prepare such a body of leaders; the way is now open for such service.

A feature of the program, which is most promising in its possibilities, is one which must in large measure be postponed to another year, that of supervised recreation for which home and club activities may be exchanged. Not only will the opportunity come in the highest degree through this supervised recreation, for developing those qualities which are most desirable in American men and women, but through it will come also the opportunity of encouraging health activities in the home and other centers of social life, and of bringing home and school closer together in their interests.

As interpreted by the Military Training Commission, physical training covers medical inspection, talks and recitations in hygiene, and all forms of healthful physical exercise, such as setting-up drills, gymnastic exercises, supervised recreation, organized play, athletics, and a great variety of individual recreational activities.

New York City has all the elements of this program in one form or another in or related to her public schools. A new syllabus on hygiene was adopted in the early part of this calendar year. Setting-up drills have been in operation for a long time. Gymnastic exercises have been required for a number of years. After school, supervised play, recreation centers, summer playgrounds, and the Public Schools Athletic League have been more or less completely a part of the school system in New York City for a decade or more.

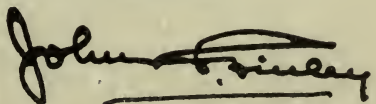
This new state requirement recognizes all these activities as legitimate parts of the school program for the health education of school children.

Health habits will be emphasized. Natural play will be fostered. Refreshing, invigorating and healthful exercise will neutralize the degenerative effects of prolonged sedentary curriculum requirements. The educational values of interesting play will be recognized and used. Under this physical training requirement, games and play will serve as attractive sources of educational development, promoting happiness, interest, sharper wits, obedience, correct posture and bearing, alert response, respect for rules, orderly conduct, courtesy, self-restraint, love of fair play and a habit of playing fair, loyalty, honesty, a sense of justice and duty, and a spirit of cooperation under leadership.

The possibilities of this program of physical training will not be realized rapidly. Thousands of schools will be unable to apply at once the plan proposed for ultimate adoption, but all should and undoubtedly will be able to meet the *minimum requirement* set for this year. All schools can cooperate more intimately with the state or municipal medical inspection. All will be able to give talks and recitations in hygiene as now; and all will be able to carry out a part at least of the requirement in physical exercises. The setting-up drills are easily applied by any teacher in any school. The supervised recreational requirement will be made more easily in many schools through the substitution of equivalents suggested by the Military Training Commission. These equivalents may be athletics (under the supervision of the school), with field work in botany or geology and the like, walking to school, delivering milk, membership in an active club or other organization in which there is a recreational equivalent, and so on. The gymnastic requirement will encounter the greatest amount of difficulty. In the winter months and during inclement weather only those schools with indoor space for gymnastic activities will be able to meet this requirement, but at other times the school yard should afford most of the opportunities of an outdoor gymnasium. In the course of time all school buildings should be provided with such space as will not only serve for gymnastics and drills, but for play, games, competitions, entertainments and community gatherings, especially in the rural districts of the State.

Pupils and teachers must benefit by the rational application of the plan and its translation into the daily life of the school and the community.

Respectfully submitted

A handwritten signature in dark ink, appearing to read "John B. Vinney", with a horizontal line drawn underneath it.



## ACTION BY THE BOARD OF REGENTS

The Board of Regents, at a meeting in Syracuse on September 14, 1916, unanimously voted their approval of the report of the Military Training Commission as presented under date of September 12, 1916, and on the 19th of October, 1916, took the following action after conference with the Commission:

*Voted*, That, after the first of September, 1916, all male and female pupils above the age of eight years in all elementary and secondary schools shall receive as part of the prescribed course of instruction therein such physical training as is provided for in the recommendations which appear in the report in amended form submitted by the Military Training Commission at the conference of the commission with this Board just held.

*Voted*, That the report of the Military Training Commission be adopted, and that the provisions of the program so recommended and adopted be made the rules of the Regents required to be adopted by them under sections 696 and 697 of chapter 567 of the Laws of 1916, the rule relating to the certification of teachers of physical training being already in force under section 281 of the Regents Rules.

## GENERAL PLAN

The following general plan for physical training for the elementary and secondary schools of the State was prepared by the Military Training Commission and reported by the commission to the Board of Regents of The University of the State of New York. It was adopted by the Regents September 12, 1916. The plan as revised by joint action of the Military Training Commission and the Board of Regents and adopted in its revised form by the Regents, October 19, 1916, contemplates:

*First:* That physical training as provided by these bills<sup>1</sup> be construed as covering: (1) individual health examination and personal health instruction (medical inspection); (2) instruction concerning the care of the body and concerning the important facts of hygiene (recitations in hygiene); and (3) physical exercise as a health habit, including gymnastics, elementary marching, and organized, supervised play, recreation and athletics.

*Second:* (1) That the class teacher assist in the individual health examination and personal health instruction of pupils through (a) rapid inspection of all pupils at the beginning of each day's session (after some experience the teacher will be able to note signs of abnormal health conditions at the expense of no more than a few seconds of time); (b) reference to the proper authority of all children showing need of personal examination and advice; (c) appropriate exercise and recreational provision for all pupils reported by the medical inspector as organically unfitted for regular physical exercise; and (d) the following up of all health advice that can be followed up. This assistance from the regular class teacher is not to take the place of the work of the medical inspector or school nurse.

(2) That plans for the individual health examination, personal hygienic instruction and the following up of advice be further organized by the division of medical inspection in the State Department of Education, emphasizing: (a) examination of all pupils each year, (b) careful personal advice to each child examined, (c) parental cooperation, (d) effective following up of advice, (e) recognition of severe organic weakness disqualifying children for

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<sup>1</sup> Chapters 566 and 567 of the Laws of 1916.



vigorous exercise, (*f*) more frequent examinations for children with serious organic weaknesses, (*g*) cooperation with the organized medical and dental professions and with local or general organized health agencies, (*h*) the examination of all pupils before admission to school for the first time, and (*i*) the presentation of a health record from the school previously attended by a pupil on transferring to a new school. (Such health certificate must not be accepted as a substitute for the examination required in article *h* above.)

(3) That concise annual reports on this phase of physical training be prepared by all school superintendents and transmitted to the University, with a copy for the State Military Training Commission.

(4) That the Board of Regents cause to be prepared more detailed instructions for the teacher to follow in the above activities.

*Third:* (1) That class instruction concerning the care of the body and the important facts of hygiene be given by the class teacher, except in schools in which special teachers are appointed; (2) that at least two periods of ten or fifteen minutes each be devoted weekly to this instruction during each and every term by these acts; (3) that this instruction be coordinated with or that it include the instructions already given in physiology or hygiene; (4) that appropriate tests and examinations be given the pupil covering this instruction and that the progress of the pupil from grade to grade depend upon the quality of the work accomplished; and (5) that the present syllabus on physiology be revised and become operative in September 1917; and include such subjects as the following:

*a* General

- 1 Hygiene of the teacher
- 2 Sanitation of the schoolroom and playground
- 3 Hygiene of the janitor
- 4 The use of pupils as "health officers" or "sanitary inspectors"

*b* Syllabus for elementary grades, the central topics being cleanliness, posture (care of the bones and joints), cheerfulness (care of the emotions), care of the skin, care of the digestion, care of the muscles, care of the eyes, care of the ears, nose and throat, care of the teeth, care of the heart and circulation, care of the lungs, care of the nervous system.

*c* Syllabus for secondary schools, the central topics being the laws of health, the causes of poor health and disease, the carriers of disease, the contributory causes of poor health, the defenses of health, personal hygiene, domestic hygiene, and community hygiene.

*Fourth:* (1) That the instruction in physical exercise include practice in such activities as gymnastics, marching, play, recreational exercise, and athletics, and that reasonably and approximately equivalent activities in the home or community life of the child be accepted as substitutes for part of this requirement; (2) that, in the elementary schools, a minimum of two minutes at the beginning of each school period or a minimum of four such periods in every school day be devoted to setting-up drills and marching; and that a minimum of sixty minutes a week be required, preferably in two periods of thirty minutes each, either in gymnastic drills and marching or in supervised recreation (organized play, games, group competitions). In those schools in which there are no gymnasiums or other adequate space provisions, gymnastic drills and marching may be given in the classroom in five-minute or ten-minute periods distributed through the week; or appropriate recreational activities may be selected for use in the classroom, school yard, or other available school space; (3) that in the secondary schools a minimum of two minutes at the beginning of each school hour, or at least four such periods a school day, be devoted to setting-up drills; and that a minimum of sixty minutes a week be required, preferably in two periods of thirty minutes each, either in gymnastic drills and marching or in supervised recreation (organized play, games, group competitions). In those schools in which there are no gymnasiums or other adequate space provisions, gymnastic drills and marching may be given in the classroom in five-minute or ten-minute periods distributed through the week; or appropriate recreational activities may be selected for use in the classroom, school yard, or other available school space; (4) that on or before the beginning of the school term in September 1917, three additional hours of supervised recreation be required each week in all classes and in all schools covered by this law, which requirement may be met either through provision in the school program or by equivalents accepted from sources outside the school as provided below, but that in all schools in which there is adequate space and equipment for such activities there be required each week after September 1, 1917, in all classes covered by this law, a minimum of two periods of thirty minutes each in gymnastic drills, and a minimum of four hours a week in supervised recreation;

one of these four hours to be satisfied by activities under the direct supervision of regular school officials, the other three hours to be covered in the school or to be satisfied by the substitution of equivalent recreational activities in the home or in the community acceptable to the local school authorities; (5) that the Board of Regents be urged to emphasize the importance of meeting these needs for adequate space and adequate equipment in all schools with as much insistence as can be legitimately and reasonably exercised by that body.

# I In elementary schools

## 1 Setting-up exercises

*a* Drills of at least two minutes' duration to be given at the beginning of each class hour or a minimum of four times in each school day. Boys to be grouped in front of the room and girls in the rear. Capable pupils to be selected as leaders

*b* Variations to be introduced at intervals

*c* Emphasis on:

(1) Posture, through postural exercises

(2) Discipline, through orderly, alert and active response to command

(3) Health, through exercise of larger muscle groups, breathing exercises and the habit of exercise

*d* Syllabus to be prepared by the Board of Regents

2 Gymnastic drills, same regulations as those outlined below under "Secondary schools"

3 Supervised recreation (games and group dances, etc.)

*a* Minimum of sixty minutes a week may be covered in recess periods or in the regular schedule or after the work of the day in other subjects has been finished

(1) Not to take place of lunch period

(2) Should not be given within one hour after the lunch period

(3) May take the place of gymnastic drills (see 2 page 15)

(4) Syllabus to be provided by the Board of Regents

*b* Additional recreational requirement, to go into effect not later than September 1917. See (4) and (5), pages 15 and 16.



## II In secondary schools

### 1 Setting-up drills

Exercise periods of at least two minutes' duration at the beginning of each class period or a minimum of four times each school day, emphasizing good posture and stimulating the heart, lungs and circulation through the exercise of the larger muscle groups. Boys to be grouped in the aisles in front of the classroom and girls at the rear. Capable pupils to be selected as leaders. Syllabus to be provided by the Board of Regents

### 2 Gymnastic drills

- a* Minimum of sixty minutes a week of actual work on the floor, not to include time spent in preparation for exercise or for return to a following recitation
  - b* Uniforms urged — sleeveless white shirt, white knee running trousers, socks and soft-soled shoes (sneakers) for boys, and a simple bloomer outfit for girls
  - c* Drills should be followed by a bath where possible
  - d* Pupils should take physical training appropriate to their grade. The child should not work in one group one day and another group another day. Unless there are serious reasons to the contrary, classes should be scheduled intact
  - e* No class ought to meet within one hour after its lunch period
  - f* Emphasis to be laid on (1) posture, (2) discipline, (3) health
  - g* Marching tactics to conform to such parts of the United States Manual of Infantry Drill as are reasonably applicable
  - h* Gymnastic drills for postural, hygienic and disciplinary effects to be applied through the eight terms of the high school
  - i* Boys and girls to be segregated for these exercises
  - j* Supervised recreation (see 3*a* below) may be substituted
  - k* Syllabus to be provided by the Board of Regents
- ### 3 Supervised recreation (organized play, games, folk dances)
- a* Minimum requirement

- (1) Sixty minutes a week; may be covered in recess periods or in the regular schedule, or after the work for the day in other subjects has been finished
- (2) Not to take place of setting-up drill, or lunch period, but gymnastic drills may be substituted (see 2 (page 15) above)
- (3) Should not follow within one hour after the lunch period
- (4) Boys and girls to be segregated for these exercises
- (5) Syllabus to be provided by the Board of Regents

*b Additional recreational requirements, to go into effect not later than September 1917. See (4) and (5), pages 15 and 16.*

#### 4 Organized supervised athletics

*a* No athletic organization or enterprise may exist in the schools of the State without the approval of the local school authorities, but no school is under obligation to operate the rules presented below unless that school proposes to use its athletic activities for credited equivalents to some part of or all the State requirement in supervised recreation. In any case the school is responsible for the activities and standards of its athletic organizations

*b* The principal or teacher in charge of a given school may accept active participation in athletics as satisfying the State requirement in supervised recreation on recommendation of the teacher in charge of physical training in that school, provided the athletic activities of the school are organized and conducted in conformity with the following rules:

- (1) No athletic organization or enterprise shall be recognized as a source of acceptable recreational equivalents unless the school has first provided a competent teacher with such qualified assistants as may be needed to safeguard the pupils and to operate a type of athletic instruction that will develop good health, good character and sportsmanly conduct



- (a) Such teachers must know how to prepare their pupils and direct their activities; how to organize and operate athletic meets; and how to supervise the business enterprises connected with such activities
- (2) Participation in athletic competitions must be limited to those children physically fit
- (3) Must be under the control of the school authorities
- (4) Boys and girls ought to be organized into clubs or associations and given as much initiative and independence in their athletic affairs as is consistent with good business management and the safety of sportsmanly ideals
- (5) An athletic committee of five may be formed for each union free school district and village or city school system; in those school systems in which the size of the system justifies it, there may be a central athletic committee with subordinate committees for the various divisions of the whole school system. The following type of committee organization is suggested. See also the "Amateur Athletic Federation of Rochester," organized by H. J. Norton
  - (a) The supervisor of physical training to be one member. The other members to be appointed by the superintendent, two from the teaching force and two from the school community
  - (b) Members of the committee, save the supervisor of physical training, to serve for one year; they may be re-appointed
  - (c) The committee to select its chairman
  - (d) The committee to be in responsible charge of athletic organizations (but not of athletic instruction) in

- all the schools in the district, subject only to the local school authorities, who shall have veto power
- (6) The organization and regulation of competitive sports to conform to the highest ideals of fair play, sportsmanly conduct, and healthful recreation
  - (7) Medical examinations required of each pupil at the beginning of each athletic season and before the pupil is admitted to the team squad for training. These examinations should be made by the school physician
  - (8) No pupil permitted to try for a place on a team without first receiving permission from (a) his parents, (b) a registered physician, (c) the principal of the school, and (d) the supervisor or teacher in charge of physical training for the school. The permission of the principal of the school and the supervisor or teacher of physical training will be based largely on the quality of class work done by the applicant. No pupil who is not doing full work in school or whose school work is unsatisfactory may participate in school athletics
  - (9) Training must not be excessive
    - (a) Must not consume more than six hours a week
    - (b) Athletics to be substituted for play only on the basis of pleasure and health and not primarily to win victories or make records
    - (c) Pupil not to be admitted to membership on more than one special athletic team at a time, if such teams are preparing for or engaging in competitions with other teams outside the school. Membership on several teams should be permitted only in schools where a small number of pupils are enrolled or where the competitions are between groups, classes or grades within the

school, or where the contests are general or all-around in character

- (10) School authorities are urged to emphasize competitions between classes and grades as well as between schools of the district, and to limit competitions outside their districts to one, or at most two, such competitions a month for each team. As a rule, competitions involving overnight absence from home should not be permitted. (In villages and cities the word "district" has the meaning of school "system")
- (11) The teachers of athletics ("coaches," "trainers" etc.) must be teachers in the schools. No outside instruction may be employed
- (12) The athletic organization in any school community to be recognized should if possible include provisions for the girls, as well as for the boys. In school communities that are large enough these organizations should be separate, with separate athletic committees in charge of their administration
- (13) In schools where "athletics" are instituted for girls, the instruction should if possible be in the hands of competent women teachers; the athletic instruction of boys should if possible come from men teachers

5 Other equivalents for supervised recreation

- a* Must be approximately equivalent, qualitatively and quantitatively
- b* May be substituted for as many as three hours of supervised recreation a week, but not for periods scheduled in school time
- c* Such home and community substitutes as the following are suggested:

- (1) Active out-of-door clubs with such objects as the following in view: (*a*) Walking or "hiking"; (*b*) field work in botany, woodcraft, forestry, horticulture, zoology, biology, sanitation, surveying, health service, first aid, life saving, street cleaning,

scouting, rifle practice, camping and camp construction, wall scaling, wall building, fence making, bridge building, etc. Such clubs must be organized under reliable mature direction, a teacher in the school or some competent public-spirited citizen. Clubs must meet regularly, give an equivalent physical activity, and supply regular reliable reports to the supervisor or teacher of physical training. Other equivalents may be added

(2) Well-established community, state or national organizations that offer equivalent recreational exercise from which regular and reliable records of pupil's activity may be easily secured by the supervisor or teacher of physical training or other school authority charged with this relationship

(3) Personal activities which may serve as equivalents

(a) On recommendation of the teacher in charge of physical training the principal of the school may excuse pupils from a part of the recreational requirement when, in his judgment their activities outside the school include an approximate recreational equivalent

(b) Such substitution should not be permitted for more than three hours each week in supervised recreation

(c) Among the activities that may be so substituted are walking, skating, swimming, horseback riding, plowing, haying, gardening, wood-chopping (out-of-doors), road work, surveying, and various home projects

6 No substitute for or equivalent to the recreational requirement may be accepted which would lead to the inactivity of pupils during periods scheduled within the regular



session. As a rule, such substitutes or equivalents may be balanced only against periods scheduled at the end of the school day when the other work of the day's session has been finished

- \* 7 The recreational requirement may be included in the daily schedule with the regular recitation periods or it may be covered in morning or afternoon intermissions or both, or it may be covered in a period added as a continuation of the day's schedule

*Fifth:* (1) That in those schools in which but one teacher is employed, instruction of pupils in the several phases of physical training be a function of that teacher.

(2) That in schools in which two or more teachers are employed: (a) each teacher will inspect the health conditions of the children in every class he meets, and the sanitary condition of every room in which he carries on school work; (b) each teacher will direct a setting-up drill at the beginning of each period in which he meets a class, or at least four times in each day's session; (c) if special teachers are not employed for the purpose, the principal shall designate one teacher, who must have had special training in such service, with such other teachers as may be needed to act as assistants to direct the gymnastic drills and elementary marching and take charge of the instruction in hygiene and the supervision of recreation.

(3) That whenever it is reasonably possible to do so the more capable pupils be trained to lead squads or groups or classes in the setting-up drills, recreational activities and gymnastic periods. Such leadership must always remain under the close supervision of the teacher in charge and must not be used to relieve the teacher of direct and immediate command of any of these activities.

(4) That the teacher in charge of physical training report the work done in physical training under his direction at the end of each year in conformity with blanks and directions furnished for the purpose. Such reports are to be made to The University of the State of New York by the school superintendent and copies supplied to the Military Training Commission.

(5) That in schools in which two or more teachers are employed, schedule adjustments should be made so that no one teacher shall be given a disproportionate amount of additional work.

(6) That expertly trained teachers should be selected to direct the gymnastic drills and marching and to supervise and instruct in organized recreation and athletics.

(7) That the class teacher shall report to the special teacher of physical training once each week, or at such intervals as may be determined by the school authorities, for instruction and advice concerning the work in physical training.

(8) In those districts for which supervisors of physical training have been appointed all class teachers concerned and all special teachers of physical training shall report regularly to the supervisor for instruction and advice as directed by the authorities of the school.

*Sixth:* That a supervisor of physical training be appointed for each union free school district in which provision is made for physical training, and that such supervisor be selected with special reference to his capacity for organization and supervision, his good character, and his knowledge and experience in physical training.

*Seventh:* That in applying the proposed course of study in physical training, the courses already in operation in the various schools of the State be examined with a view to their approval with as little disturbance as is reasonably possible.

Under the recommendations outlined above, the schedule for physical training in the schools of the State would be as follows:

### Elementary Schools and Secondary Schools

- 1 Physical training A: correlation with school medical inspection, daily inspection of every class by the regular class teacher
- 2 Physical training B: setting-up drills of at least two minutes' duration at the beginning of each class period, or at least four times every school day, under the direction of the regular class teacher
- 3 Physical training C: talks on hygiene, two ten-minute or fifteen-minute periods a week, under the regular class teacher or a teacher appointed for this special work
- 4 Physical training D: supervised recreation, organized play, and athletics
  - a Immediate requirement — physical training E may be substituted (1) Sixty minutes each week under the regular class teacher, a special teacher, or both
  - b *Additional recreational requirement, to go into effect not later than September 1917. See (4) and (5), pages 15 and 16.*
- 5 Physical training E: gymnastic drills, sixty minutes a week under direction of special teacher of physical training

## THE SYLLABUS

The Syllabus on Physical Training covered in the following pages was prepared by the Military Training Commission of the State of New York. This syllabus was published in a tentative form by the commission under date of September 29, 1916, and three thousand copies were sent to school superintendents, school principals and to other educational authorities for suggestions and advice. This revised syllabus is a product of cooperative advice from these various sources. This syllabus was adopted by the Regents of The University of the State of New York on October 19, 1916, under the following resolution:

*Voted*, That the syllabus in physical training as recommended by the Military Training Commission be approved, and that the Commissioner of Education be empowered to make such modification of detail as is necessary in applying the general program to meet the varying conditions throughout the State, and to accept in lieu of the specific exercises prescribed or recommended in this syllabus such exercises as may be determined by him to be the full equivalent.

## ACKNOWLEDGMENT

The labor of organizing and compiling the contents of this syllabus has been lightened because of the excellent examples furnished in the syllabuses now being used in various schools in this and other states. The publishing companies that edit books along these lines have been generous without exception. Individual criticism has been given kindly and helpfully by experts in all phases of physical training. The suggestions of Dr George J. Fisher, secretary of the physical department of the international committee of the Young Men's Christian Associations, Dr C. Ward Crampton, director of physical training in the public schools of New York City, and of Dr William A. Howe, State Medical Inspector, were of especial value. Particularly useful, also, have been the advice and services of Frederic A. Woll, assistant professor of hygiene, College of the City of New York, Miss Jessie H. Bancroft, assistant director of physical training of the public schools of New York City, and of Mr Daniel Chase and Mr Herman J. Norton, assistant state inspectors of physical training.

THOMAS A. STOREY



## REQUIREMENTS IN PHYSICAL TRAINING

For elementary and secondary schools

- 1 Physical training A: correlation with school medical inspection, daily class inspection by regular class teacher
- 2 Physical training B: a setting-up drill of at least two minutes' duration at the beginning of each class period, or at least four times every school day, directed by regular class teacher
- 3 Physical training C: talks on hygiene, two ten-minute or fifteen-minute periods a week, under regular class teacher or a teacher especially assigned to this work (to go into effect September 1917)
- 4 Physical training D: supervised recreation.
  - a Immediate requirement: (physical training E may be substituted) sixty minutes each week, under the regular class teacher, or special teacher, or both
  - b Recreational requirement, to go into effect not later than September 1917<sup>—</sup>
    - (1) For schools with adequate equipment, a minimum of four hours a week, at least one of which must be under the direct supervision of the regular school officials; the other three hours may be satisfied by equivalents accepted by the school from the home or community activities of the child
    - (2) For schools without adequate equipment for supervised recreation, a minimum of three hours a week will be required, all of which may be covered by equivalents accepted from the home or community activities of the child. This requirement for inadequately equipped schools must not be regarded as permanent or satisfactory. All schools should eventually make provision for meeting the requirement as outlined above in paragraph 1
- 5 Physical training E: gymnastic drills, sixty minutes a week under special teacher of physical training

- a* Immediate requirement — may substitute the immediate requirement in physical training D (supervised recreation), sixty minutes a week, for this requirement in gymnastic drills
- b* Requirement to go into effect not later than September 1917. All schools in which there is adequate space and equipment for gymnastic activities will provide a minimum of sixty minutes each week distributed into at least two periods a week

## SUMMARY OF TIME REQUIREMENT

For the present school year, 1916

- 1 Physical training A: a few seconds or minutes daily.
- 2 Physical training B: eight minutes a day, forty minutes a week.
- 3 Physical training C: continuation of present requirement.
- 4 { Physical training D: sixty minutes a week, *or*  
Physical training E: sixty minutes a week
- Total time requirement, 100 minutes, plus A and C.

For year beginning in September 1917

- 1 Physical training A: No change.
- 2 Physical training B: No change.
- 3 Physical training C: Twenty to thirty minutes a week.
- 4 Physical training D:
  - a For schools that are equipped, four hours a week
    - (1) Minimum of one hour a week under direct supervision of school
    - (2) Maximum of three hours a week that may be covered by such home or community activities as may be recognized by the school authorities as equivalent to this recreational requirement
  - b For schools that are not equipped, three hours a week. To be covered by home or community activities recognized by the school authorities as recreational equivalents
- 5 Physical training E: For schools that are equipped, minimum of sixty minutes a week.





# Physical Training Syllabus

## PHYSICAL TRAINING A

The syllabus in physical training A covers:

1 Correlation with the work of the State Medical Inspector of Schools in the State Department of Education.

2 Daily health and sanitary inspections by the regular class teacher in all classes and in all terms of the elementary and secondary schools.

### Directions to Teachers

1 Appoint each week or at other appropriate intervals, a sufficient number of pupils (two, four or six, depending on the size of the class) to serve as "health officers" or "sanitary inspectors" for the class and classroom. With a little care in the initial instruction, and subsequent direction, these pupil health officers may render very effective service and stimulate a real interest in the better hygiene and sanitation of the school. These pupil officers should be rated by the teacher for quality of service at the end of each term of office.

The duties of pupil health officers may be

*a* To open the windows wide and air the schoolroom thoroughly every day before the session begins and at the end of every class period and during the setting-up drills.

*b* To remove chalk, scraps of paper and other litter from the floor, hallways, stairs, school yard and sidewalk at intervals designated by the teacher (not to be substituted for the work of the janitor).

*c* To consult the room thermometer at appropriate intervals and assist in securing a desirable temperature (between 65° and 68° F).

*d* To help in the plans of the school to keep the school buildings, equipment and premises clean.

2 The teacher should supervise the selection of pupil officers and direct their activities. The relationship may easily be of great educational value. Habits of community hygiene will be established in young citizens.

3 The windows of all schoolrooms that are in use should be opened daily before sessions and regularly during sessions,

especially during the setting-up drills; when the weather will permit, the windows should be open all the time; keep the windows "down at the top." (These plans for window ventilation may be altered in those schools where other systems of ventilation are in *successful* operation.)

4 Inspect children for cleanliness and neatness, signs of physical abnormality and injury, or illness.

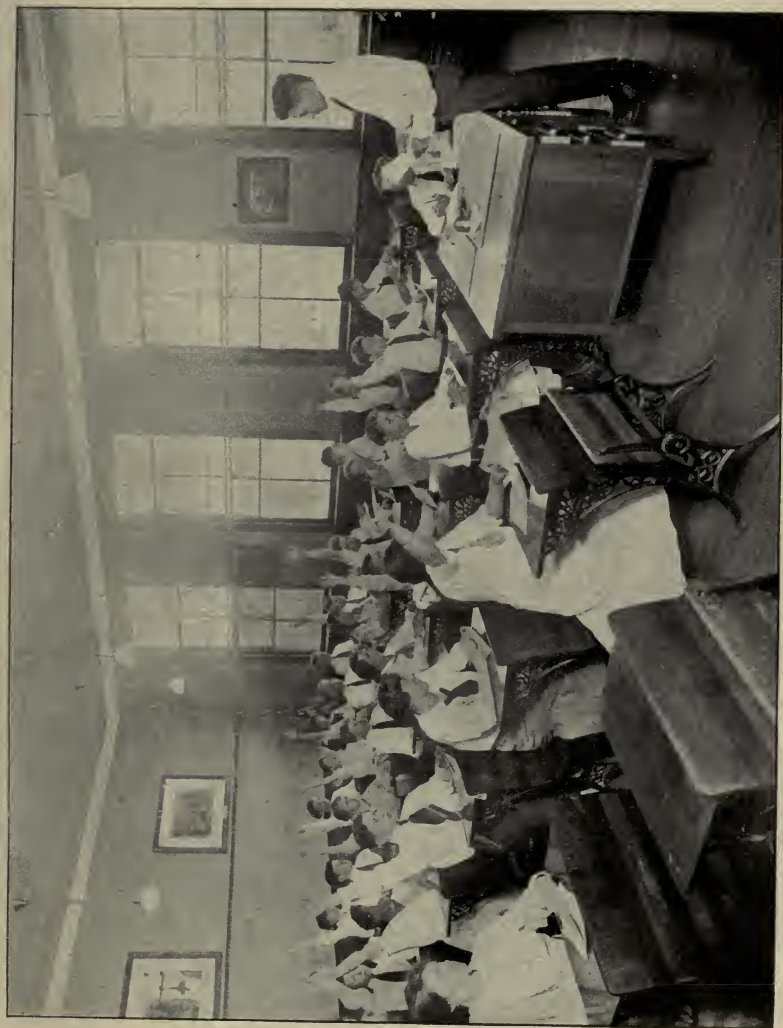
*a* The most effective instructional results in cleanliness and neatness may be secured through rapid inspection and subsequent advice.

*b* The experienced teacher is likely to be the first to detect deviations from the normal in the appearance of school children. One may thus detect disease early and secure early care with a consequent early recovery or may save or reduce schoolroom contagion and epidemics through early and prompt attention.

*c* Inspect your pupils for signs of health disorders and physical defects every day, the first time you see them. Cultivate the habit of rapid general observation of the entire class. After some experience, these inspections will take only a few seconds of time. The more detailed examination is a duty of the physician, not the teacher. Be always on the alert to detect signs of health disorder. Do not be afraid to make mistakes. Be quiet about your inspections and your judgments about your pupils. Make your relationship sympathetic and confidential. When you note that a child is showing signs of disordered health make your further investigation of those signs quietly so that the attention of other children may not be unduly drawn to the event.

(1) *Conditions which call for immediate attention.* Children showing any of the signs noted below, should be sent home by the teacher or principal, and should remain out of school until they can return with safety to themselves and their schoolmates. Return to school should be contingent on a formal health certificate by the family physician, health officer or school physician.

- |  |   |
|--|---|
| 1 Sore throat                          | 10 Vomiting                               |
| 2 Earache                              | 11 Frequent coughing                      |
| 3 Running nose                         | 12 Convulsions                            |
| 4 Sore eyes of any kind                | 13 Swollen glands in neck                 |
| 5 Dizziness or faintness               | 14 Puffiness of face and eyes             |
| 6 Fever                                | 15 Shortness of breath                    |
| 7 Flushed face without<br>normal cause | 16 Acute pain                             |
| 8 Chills                               | 17 Parasitic skin troubles of<br>any kind |
| 9 Eruptions                            |   |



A HEALTH CLUB MEETING OF EIGHTH GRADE PUPILS, ROCHESTER





(2) *Other signs which are important for the teacher to observe.*

- |                                     |  |
|-------------------------------------|--|
| 1 Poor physical development         | 21 Twitching of eyes, face or any part of body; grimaces |
| 2 Deficient weight                  | 22 Emotional disturbances, tears or hysterical laughter  |
| 3 Underdevelopment                  | 23 Habitual inattention                                  |
| 4 Excessive fat                     | 24 General nervousness                                   |
| 5 Low endurance                     | 25 Awkward or stumbling gait                             |
| 6 Easy fatigue                      | 26 Stammering  |
| 7 Disinclination to play            | 27 Irritability or temper fits                           |
| 8 Pallor                            | 28 Frequent requests to go out                           |
| 9 Malnutrition                      | 29 Lack of concentration                                 |
| 10 Mouth breathing                  | 30 Slow mentality  |
| 11 Nasal voice                      | 31 Blank expression                                      |
| 12 Catarrh                          | 32 Slow progress in study                                |
| 13 Offensive breath                 | 33 Cruel or abnormal disposition                         |
| 14 Chronic cough                    | 34 Stooping and round shoulders                          |
| 15 Deafness or discharge from ears  | 35 Peculiar or faulty postures                           |
| 16 Headaches                        | 36 Pigeon-toed gait                                      |
| 17 Squinting                        | 37 Knock-knees or bowlegs                                |
| 18 Holding book too near face       |  |
| 19 Decayed or discolored teeth      |  |
| 20 Marked clumsiness in using hands |  |

(a) The presence of such signs should be reported to the child's parents or guardian, either directly by the teacher or principal, or by way of the school nurse or other specially qualified school official.

(b) Effort should be made to inform the parents accurately concerning the importance of wise health supervision and the child should receive such health instruction as may help him take intelligent care of his body and its organs.

(c) Each case should be followed up and a record made of what is done and of the benefit secured for the child.

(3) *Signs of disordered health for which children should be kept at home by their parents and the school notified.* After such absence the child's return to school should be contingent on a certificate of health from the family physician, health officer or school

physician. The signs to be noted at home are in general the same as those indicated above in group (1); emphasis may be laid, however, upon the following:

- |   |                                     |
|---|-------------------------------------|
| 1 Nausea or vomiting                        | 6 Running nose                      |
| 2 Chills                                    | 7 Sore throat                       |
| 3 Dizziness, faintness or<br>unusual pallor | 8 Acutely swollen glands in<br>neck |
| 4 Rash of any kind                          | 9 Cough                             |
| 5 Fever                                     |                                     |

5 The Education Law on medical inspection gives the teacher a number of added opportunities to be of increasing service to the school child and to the community. The provisions of that law are covered concisely in the following letter written by a superintendent to his teachers:

*To Boards of Education, Trustees, and Principals:*

The new medical inspection law, enacted by the last Legislature, while it adds to your duties and responsibilities, will prove of great benefit to our schools, if properly and judiciously enforced. The Education Department of the State asks and expects our hearty cooperation, in putting this salutary measure into operation, as promptly and as completely as possible.

That the requirements and provisions of this new law may be clearly and correctly understood, your careful attention is hereby called to the following considerations:

1 The enforcement of this law is under the supervision of the school authorities and not of the health authorities of the several towns and villages. When health officers are employed as medical inspectors by trustees and boards of education, they are under the direction and supervision of the school authorities and not of the health authorities, so far as their duties as medical inspectors are concerned.

2 This law requires the school authorities of every school district to employ a medical inspector, who must be a physician, properly licensed to practise medicine in this State and have had at least two years of practice.

.....  
d The medical inspector is authorized by this law to examine all teachers and janitors employed in the public schools, and to make a sanitary inspection of all school buildings.

e This law also authorizes the employment of a district nurse, who must be a trained and registered nurse, legally qualified to practise as such.

3 This law further requires every child attending the public schools, upon entering school or within thirty days thereafter, to bring to the teacher a health certificate, in the form prescribed by the Education Department.

a These certificates must be made by regularly licensed physicians, within thirty days before their presentation to the teachers.

*b* Blank certificates in the prescribed form are to be furnished by the school authorities of the several districts, at the expense of the district, and should be in the hands of all physicians who may be called upon to give these certificates.

*c* School principals are required, by this law, to notify all pupils who fail to present a proper health certificate within thirty days, that they must do so within the next thirty days. All pupils who fail to hand in the required certificate within this second period of thirty days must be examined by the district medical inspector.

*d* When these required health certificates are obtained from the family physician, or from a physician selected by the parent or guardian of any pupil, the charge for the certificate must be met by the parent or guardian. If the certificate is issued by the district medical inspector, after an examination of any pupil, no charge is to be made against the parent or guardian of such pupil.

*e* Parents and guardians may waive their right to have these certificates issued by their family physicians, or by physicians of their selection. In all such cases, the district medical inspector will make the examinations and issue the certificates.

*f* School principals will keep all health certificates on file at the school, until the end of the school year, when they are to be turned over to the school district clerk.

*g* A new health certificate must be presented by each pupil at the opening of each school year.

5 Under this law, the school authorities are required to make eye and ear tests of all pupils, at least once in each year. These tests are to be made under the general guidance of the district medical inspectors and district nurses. Principals and teachers, however, who were supplied with test cards, blanks, and other material for making these examinations, last year, should commence the work at once, as the eyes and ears of all pupils must be examined. The filing of a health certificate does not exempt any pupil from these tests. Every school will be supplied with copies of the instructions for making these examinations, prepared by the State Commissioner of Health, together with test cards, blanks and record books, as soon as practicable.

6 When pupils are found, upon examination, to be suffering from defective sight or hearing, or from any other physical disability, tending to prevent them from receiving the full benefit of school work, the teacher is required to notify the parents or guardians of such pupils. If the parents or guardians are unable or unwilling to provide the necessary relief and treatment for such pupils, this fact must be reported to the district medical inspector, who is required to provide the necessary relief or treatment at the expense of the school district.

.....

8 Any school district which fails or refuses to enforce this medical inspection law will, in the discretion of the State Commissioner of Education, forfeit its share of public money.

9 You will note that the health certificate calls for the date of vaccination. This affords an excellent opportunity for enforcing the provisions of the public health law as to vaccination.



*a* Section 22 of the public health law provides that "no child or person not vaccinated shall be admitted or received into any of the public schools of the State."

*b* The school authorities of each school district are expected and required to enforce the provisions of this law.

*c* School authorities should adopt a resolution, excluding, upon ten days' notice, all unvaccinated persons from their schools.

*d* Parents and guardians who neglect or refuse to have children, so excluded from school, properly and promptly vaccinated, are subject to the provisions of the compulsory education law and must provide lawful instruction for such unvaccinated children, elsewhere than the public school, or be liable to the penalty for violation of the compulsory law.

In the sincere hope that we may all work together for the betterment of our schools by wisely enforcing these sanitary laws, I remain,

[Signed], JAMES S. COOLEY, M. D.

*District Superintendent*

*Mineola, N. Y., October 1, 1913*

The syllabus on hygiene recently adopted for the schools of New York City contains the following plan for routine class inspection. While this method of general class inspection takes more of the class room teacher's time than is contemplated by the State Syllabus, the time consumed is fully justified in the schools of New York City and in other schools that present the same problems in personal hygiene.

The following is a typical method of conducting the inspection when the class is seated in the classroom:

NOTE: Not all of the following items need be noted every day, but none should be neglected during the week.

Heads (of girls) should be inspected at least three times a week, when the teacher should take her place near the window and the class file past her. Special attention should be given to chronic offenders. There should be a daily inspection for acute contagious diseases. It is not essential that a record be kept of the conditions found.

#### *A General class inspection*

If the principal desires to have "a general class inspection," the following is a suggested method:

Ready for inspection—Class attention: (Note any obvious signs of illness.) Coats, sweaters and rubbers should be removed.

The teacher standing in the front of the room should note the following items. Care should be taken not to embarrass the delinquents unnecessarily.

1 *Blouses; shirts; dresses; collars.* Note cleanliness and order.

2 *Ties; hair ribbons; order of hair.*

3 *Handkerchiefs.*

4 *Individual toothbrushes.* The teacher should ask the children who have individual toothbrushes, to stand. The increased number from day to



day should be noted. Toothbrush drills should be practiced in pantomime during the hygiene lesson on daily routine. Every effort should be made to have each child possess a toothbrush.

5 *Teeth brushed.* Children who have brushed their teeth on the morning in question should be asked to stand.

6 *Nail biting.* Pupils who do not bite their nails should stand.

7 *Shoes* are inspected by one of the following methods:

a One row of children stands in the aisle. After the pupil has been inspected he seats himself quickly and quietly, and each in turn follows suit, or

b The pupils remain seated but turned facing the window with their feet in the aisles, when the inspection is made by the teacher from the head of each aisle.

B *Special individual inspection.* For cleanliness and signs of illness and contagion. Class at attention. Sleeves are rolled up. Desk tops are put down. Hands and arms are placed on the desk palms down. Each pupil is inspected for the following points before the teacher passes on to the next.

8 *Hands and arms* are inspected for cleanliness and rash.

9 *Nails* are carefully observed as to cleanliness and biting. Children should cut their nails short and take a pride in their appearance.

10 *Teeth* are displayed by having the lips drawn well apart. Emphasis should be placed on good mouth hygiene. Charts displaying a clean, even healthy set of teeth may be hung about the walls of the classroom. The same plan should be followed showing well-trimmed finger nails, clean hands, shirts, ties etc.

11 *Face; 12 Neck; 13 Ears; 14 Head,* are finally carefully observed as the teacher passes from child to child, up and down the aisles. The ears and neck are inspected by having the child draw his collar from the neck and turn his head first to one side and then to the other. Heads are bent forward; the hair pulled up from above and behind the ears, braids are pulled up, uncleanness of the scalp and hair is noted. This close individual inspection affords an opportunity for the teacher to discover cases of contagion and to refer them for exclusion, to the principal, doctor and nurse. The following should be observed: head (pediculi-nits, eyes (discharge), skin (rash), and the early signs of general illness or contagion. (See Symptoms of illness.) When unhygienic conditions are discovered, an endeavor should be made to correct them in such manner as not to occasion embarrassment. Children who show evidences of extreme neglect should be referred to the principal or to the nurse for home visits.

NOTE: The sounding of a bell announces the arrival in the school of the doctor and nurse, when all contagious or suspicious cases should be sent to the doctor's office for examination or exclusion if necessary. A "Teacher's reference slip" should be filled out for each child to take with him to the doctor's office. The principal, of course, will continue to exclude children who need immediate attention.

### References

The classification of the signs of disordered health in school children noted above follow closely the report of a committee of the Advisory Council of the Commissioner of Health, New York City, under date of April 8, 1916. The chairman of that committee was Dr L. E. Holt. For similar classifications, see also "Indications of Health Disorders in Children, for Teachers and Parents" a two page pamphlet by Thomas D. Wood M. D., Teachers College, New York City; and "Symptoms of Illness in School Children Which Should Be Observed by School Teachers," Syllabus on Hygiene, Department of Education, New York City, C. Ward Crampton, M. D.

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**Proceedings** of the American School Hygiene Association

**Proceedings** of the various International Congresses on School Hygiene

Figure 1



Incorrect posture (Weak or fatigue posture). The neck and trunk form a zig-zag line.



Correct posture (Strong, healthful, beautiful and efficient). The neck and trunk form a straight, vertical line.

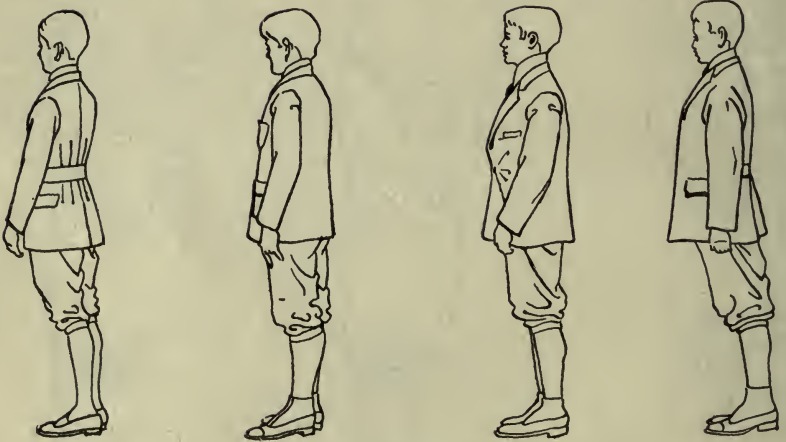


Exaggerated posture (Rigid, ugly and incorrect). This posture can be held only for a short time with great effort.

DRAWINGS ILLUSTRATING POSTURE

From photographs furnished by the American Posture League, Inc.

Figure 2



A group of well-poised boys

DRAWINGS ILLUSTRATE POSTURE

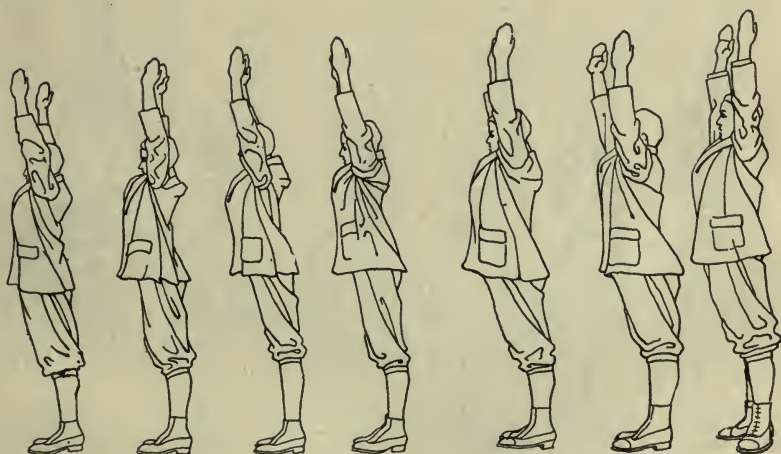
From photographs by Bancroft



Figure 3



A group of boys stretching informally



The same group stretching with attention to form

DRAWINGS ILLUSTRATING POSTURE

From photographs by Bancroft

Figure 4



Upward stretching that distorts the posture



Upward stretching that tends to cultivate good posture

DRAWINGS ILLUSTRATING POSTURE

From photographs by Bancroft

Figure 5



Correct position



Incorrect position

DRAWINGS ILLUSTRATING POSTURE

From photographs by Bancroft





## PHYSICAL TRAINING B

### Setting-up Drills

#### Suggestions for the Teacher

1 Make these setting-up periods attractive and interesting. They must be pleasant periods if they are to accomplish their best results. Practise cheerfulness.

2 Explain concisely to your pupils the general purpose of these drills. Secure their intelligent cooperation. Call attention frequently to the importance of good posture, alert obedience, and regular exercise.

3 You and your classes will get as much out of your exercise as you put into it. Put vigor into your leadership so there will be vigor in the response from your pupils.

4 Stand straight! Watch your own posture! Give your commands in a clear, stimulating voice. Be enthusiastic, alert and invigorating.

5 You can get as much out of these exercises as your pupils do. Most teachers need relaxation, variation in occupation and exercise.

6 Do not permit your pupils to sit absolutely still between drills. Encourage them to change position often. This is especially important with younger children.

7 Do not lose sight of the fact that these drills are health measures and are parts of a program for the health education of school children. The plan will succeed if the children acquire the health habits you teach them. Find out if your pupils are exercising at home. Encourage them to practise these setting-up drills at home, night or morning, or both. Ask them for reports at intervals.

8 Direct pupil "health officers" to open all windows during each drill. Secure a general airing of the room; remove litter that may have appeared, and put the room in order.

9 Take classes out of doors for drills, provided conditions are favorable. This is especially desirable in those schools in which outdoor play periods are not provided.

10 March your children out of doors once each month for a fire drill, unless your schedule plan already provides for fire drills. Arrange to use all the safe exits available for such drills.

11 Arrange that your pupils lead drills occasionally. Ask for criticism from pupils but insist that they always "play fair." You may find it profitable to use pupil leaders regularly, but do not neglect your own exercise because of such help. Always give the exercise orders yourself. Do not delegate your responsibility or real leadership to your pupils.

12 As a rule, in each drill, devote only a few seconds to marching and deep breathing. Spend most of the period in postural and general exercise.

13 Two minutes is the minimum length of these setting-up drills. Their values will be much greater if they are continued for as much as four or even five minutes each.

14 When you give a command, separate your order for preparation from your order of execution by a pause, thus, "Class — rise!" By varying the length of the pause, the pupils will be put constantly on the alert.

15 The teacher should demonstrate these movements but need not necessarily do the work with the class. Better work will be accomplished, however, if the teacher goes through the drill with the class.

16 The teacher will place the class in the aisles in such position as will enable the pupils to perform the movements in the drills with the least interference from desks or chairs. The need for this precaution may make it necessary to change the position of the class from time to time during a given drill.

17 *Do not take up a new drill until the old one has been satisfactorily learned and profitably used.* Health values are sacrificed if too much time is spent learning new drills.

18 It will be found advantageous to apply the "Triple test for posture" once each month (see below). The first test each term should be given as early as possible. Compute class percentages, record them, and report the same to the proper school authority each month.

19 It may be found that the exercises outlined for some of the following drills are more easily applied in some schoolrooms than in others. For instance, countermarching is possible only with wide aisles. *The teacher will select exercises that fit the conditions of the particular schoolroom in which they are applied.*

20 The setting-up drills contained in this syllabus are to be used in all schools in which other such drills have not been authorized by the Regents. *School authorities desiring to plan and use their*

*own drills should submit their proposals to the Regents for approval.*

21 The teacher of the one-room school and the teacher in larger schools with mixed grades, will select setting-up drills and recreational exercises from the various divisions of this syllabus that more nearly fit the pupils in the school concerned. In many such schools it will be possible to divide the class into two or more groups for setting-up drills and supervised recreation. Each group should be made up of three or four or more individuals somewhat alike in age and strength. The teacher should then select one pupil in each group who with some special instruction may serve as a leader for his group in setting-up drills, games, competitions, and so on.

22 In case such a division of the class is not practical, the teacher may select drills and games that may be used by the whole class. The more elementary setting-up drills should be used first.

## RESPONSE AND RHYTHMIC COMMANDS: EXPLANATION AND DESCRIPTION

(From the Syllabus on Physical Training, New York City Schools)

### Response commands

<i>Examples. Preparatory part</i>	<i>Pause</i>	<i>Executive part</i>
1 Thrusting arms sideways	_____	One!
2 Hands on hips	_____	Place!

#### 1 Preparatory part

*a* The preparatory part of the command contains a brief description of the exercise. Its purpose is to tell the pupils exactly what is to be done.

*b* If necessary the teacher should fully describe and demonstrate a new exercise before giving the command. When the pupils know what is to be done there should be no further demonstration; the command should be sufficient.

*c* The teacher's voice should be clear and stimulating and her manner interested and alert.

*d* When the exercise is well known the preparatory part is omitted and the commands, One! — Two! — Three! — Four! etc., are sufficient.

#### 2 Pause

*a* After the preparatory part, the teacher should pause for one or two seconds before giving the executive command. A breath taken at this time will prevent the neglect of the pause and will add force to the executive command.

*b* The pause must be varied in each successive command. The pupils should never know when the executive command will be given. A neglect of this rule destroys alertness and inhibition. The only exception to this rule is in facing when the pauses may be equal, to establish the rhythm of the movement.



### 3 *Executive part*

This is the signal to move. It should be clear, decisive and stimulating.

#### *Purpose*

Response commands are used in the introductory part of the lesson and for educational exercises. They should train for alertness, accuracy and inhibition. The teacher should see that these results are obtained whenever response commands are used.

## **Rhythmic commands**

### 1 *Preparatory part*

a The preparatory part of the command contains a brief description of the exercise. Its purpose is to tell the pupils exactly what is to be done.

b If necessary, the teacher should fully describe and demonstrate a new exercise *before* giving the command. When the pupils know what is to be done, the command should be sufficient.

c The teacher's voice should be clear and stimulating and her manner interested and alert.

### 2 *Setting the rhythm*

This is used when teaching the rhythm and is necessary when the exercise is new or the class lacks the ability to begin and execute the exercise in unison. The counts should be given once or twice while the pupils mentally enact the exercise and the teacher marks the rhythm, indicating the movement or beating the time as in music. For the last count the command, "Begin!" is substituted and the exercise and counting begin simultaneously. Alert attack should be practised until obtained.

### 3 *Pause*

When the pupils can begin the exercise simultaneously and continue in unison, the teacher should omit the preliminary counting and proceed to practise the exercise, using the second form of command. The pupils should then be alert to start at the command, "Begin!" If the exercise is not begun in unison, the pupils should be recalled to position and the exercise begun anew.

### 4 *Executive part*

The command, "Begin!" should be clear, decisive and stimulating.

### 5 *Counting*

Counting begins with the initial movement and proceeds throughout the exercise for the purpose of keeping the proper rhythm and stimulating vigorous performance. Counts for movements of extension, that is, thrusting and charging, and particularly those for thrusting arms upward, should be emphasized. Counting may be in groups of two (1-2, 1-2, 1-2), of four (1-2-3-4, 1-2-3-4), or eight (1-2-3-4-5-6-7-8).

## *Special Notes on Posture*<sup>1</sup>

The health and esthetic values of good posture are well known, but unfortunately too little effort is made to counteract the influences that produce poor posture. The school has many of those influences.

<sup>1</sup> Taken largely from "The Posture of School Children" by Jessie H. Bancroft.



The teacher should become expert in the recognition and correction of poor posture in the sitting, standing and marching positions. The vertical line test may be employed in judging posture.

*The vertical line test.* In good posture the long axis of the trunk is a vertical line and the long axis of the neck and head taken together is also a vertical line. An imaginary line dropped from the front of the ear to the forward part of the foot will parallel the long axes of these segments of the body. In poor posture these axes do not form one continuous vertical line but are broken into several zigzag lines. (See plate 1.)

*Sitting posture.* "There are three correct modes of sitting, two active and the other resting. In the active positions the trunk is perfectly erect, or inclined forward; in the resting position it is reclined backward. Many people make the mistake of including in the act of sitting a relaxation or collapsing of the body forward, with a crease at the waist. The interference which such an attitude makes with the position and work of heart, lungs, and digestive organs is anything but restful.

"A fundamental direction for correct sitting is to push back in the chair as far as possible before leaning backward. Sliding down in the seat tilts the pelvis into its most harmful position, and should never be allowed.

"All leaning forward in a sitting position, as in formal conversation or at the dining table, should be from the hips, not from the waist.

"When one wishes to rest the muscles that hold the trunk erect in the sitting position, the entire trunk should be reclined backward against the back of the chair or other support. This accomplishes the object without any interference with the broad, open chest if the chair back be of the right shape. This reclining should be done without sliding downward and forward in the seat."

### *The Triple Test for Posture*

1 *Standing test.* Inspect your class in profile and judge the posture of each child rapidly. Form two groups, group 1 made up of those that have good posture and group 2 made up of those that have not.

2 *Marching test.* Apply this test to the pupils in group 1 above. Have them drill on marching tactics for a few minutes. "It will be found that as the march proceeds old muscle habits will reassert themselves and many pupils who could hold a correct position for a few minutes of quiet standing will fall into habitually faulty attitudes as they march." (Bancroft) Pupils showing these faults should be taken from the line.

3 *Exercise test.* Apply this test to the pupils that pass both the standing and the marching tests. Observe these pupils for a few minutes while they are going through the setting-up drill and using

the arms in upward positions. As the muscles of the neck, shoulders and back weaken, faulty postures will appear. As such faults of execution appear, the pupils exhibiting them should be dropped from the line.

The pupils passing all three tests should be classed in group 1; those that do not, should be recorded in group 2.

"The triple test standardizes posture so that it is possible to rate a pupil on this subject. Every pupil who successfully passes the triple test for division 1 may be considered as passing on this subject, and therefore entitled to at least a passing mark. As before stated, the posture of some of these pupils may fluctuate slightly at times, but will be good in the main. There will be others in division 1 who have habitually good posture, no matter how they may be occupied. The class teacher is the only one who can judge of this habitual posture. These pupils should have the highest rating for the subject (A). Some teachers have preferred to have two sections in division 1, one for A and one for B pupils, and this is unquestionably an advantage. Each child should keep his individual rating on this subject, and the teacher should have the names of the class listed with the posture rating opposite each.

"Habitual sitting positions are, of course, of much importance in any rating of pupils for posture. These should be considered in giving a pupil the rating of A. Any pupil who can pass the triple test for standing posture could pass any test for sitting, short of habitual positions. Therefore, it is the A rating that should include these.

"*Class percentages.* The triple test not only standardizes posture for the individual, but furnishes a basis for standardizing the class as a whole, and this form is a distinct and very important element in these efficiency methods. This class standardization is arrived at by figuring the percentage of pupils in division 1, dividing the number who pass the test by the total attendance (not register) at the time the test is made. For instance, with forty pupils present in a class, and but ten passing the triple test, the class percentage on posture is but 25 per cent. This does not mean that each pupil of those passing is rated at 25 per cent, but that 25 per cent of the pupils passed the test. It is the class record on the subject. Neither pupils, teacher nor principal will rest content with so low a figure for this or any other subject, and unquestionably an enormous amount of the zeal and satisfaction which these efficiency methods have aroused, has come from this means of estimating class record and progress. It is a great satisfaction to a teacher to have a concrete means of estimating the results of her work, and there is a strong element of justice involved in such a method.

"*Class record.* The class percentage should be figured each month when the triple test is made, and a systematic record kept in each class, both on the blackboard and in some permanent form in some record book. This book may well be devoted exclusively to the posture record, or part of some other permanent record book may be used. A separate book is preferable, as it gives room for the names of pupils with their individual ratings (A, B or C) in addition to the class schedule. When placed on the blackboard, this record rouses the pride and interest of the class so that they work to raise

the percentage from month to month. Another form is a bulletin on which appears, in addition to the monthly percentages, the names of pupils in division 1, who are classified as A or B. *The class should always know its percentage*, and whether it is gaining or losing, or marking time from month to month. *To omit this is to fail of using one of the most potent psychological elements in the situation*—the one that, coupled with personal desire for promotion from division 2 to division 1, relieves the teacher of the necessity for continual nagging about posture, and substitutes therefor a motive in the child himself.

"It is not at all unusual when these methods are first introduced to find classes that are naught on the first test; that is, classes in which not a single child is able to pass the test. The teacher should never hesitate to put down these figures, nor should she ever strain a point to promote a child to division 1 before he has actually achieved the posture that entitles him to be there. In other words, it is not figures, but the facts they represent, that are essential, and it is unjust to a child to lead him to think he has reached a passing mark on this subject when he still needs the extra effort and attention for posture that comes from being in division 2. Some teachers find it hard not to reward prolonged effort and marked improvement by promotion to division 1 before the child has enough endurance in a correct position to go through the test. Other means for encouragement for such children may be found than allowing them to think they have arrived at the desired standard.

"A systematic record of her class percentages may serve the further purpose of helping a teacher to find the faults in her own judgment or teaching on this subject. For instance, if the percentage be very high, a teacher should make sure that her standard is not too lenient. On the other hand, if the percentage shows scarcely any advances from month to month, the teacher may at once conclude that she is not doing what she should to develop the posture of the pupils in division 2; that she is failing in some way to get the corrective values from her gymnastic lesson, or otherwise missing the point necessary for improvement.

"*Reasonable standards.* Just what is a reasonable class percentage on posture? Experience has shown that in one year's use of these efficiency methods 85 per cent is an average figure, the largest number of classes ranging from 80 to 89 per cent, and a considerable number reaching 100 per cent, and this, although it is not at all unusual for many classes to start at zero. The effect of the work is cumulative, and each term sees an advance on the ratings of the previous term, as the development of the children progresses from grade to grade.

"The triple test, and all else described here in this connection is merely preliminary to the teacher's real work for posture—the corrective teaching through which alone those pupils deficient in posture may receive the development they need. This development lies in two distinct lines: (1) training the muscular sense whereby the child knows whether or not he is in the correct position and is able voluntarily to assume it; (2) strengthening by exercise those muscles in which weakness allows lapsing into poor posture. Nothing can be done for posture until the child knows how it feels to stand correctly.



*Elevation cues for posture.* The "elevation cues" now in use in the schools of New York City are generally favored by teachers as valuable cooperative postural exercises. They are described briefly in the New York City syllabus as follows. (See also page 143.) The teacher may find it advantageous to use these exercises in the setting-up drills.

"To get good posture it is necessary for the pupils to know from experience the exact positions desired in response to elevation cues. These are always to be used while the static contraction is held for the purpose of lifting and straightening the body. They should be given with meaning, vigor and discrimination.

"The following are the best (see illustrations facing page 144):

Head:— Up!	Lift the head!
Chest:— Up!	Lift the chest!
Waist:— Flat!	Stretch the knees!
Weight:— Forward!	Stretch the ankles!
(if necessary)	Stand tall!

"The teacher should note with great care the posture of each pupil and determine what improvement is necessary.

"Each pupil should be informed of his defects and shown how to correct them. This requires constant practice and much individual attention. Every formal exercise should start and finish in the correct standing position.

"Good posture without rigidity should be constantly maintained."

## SETTING-UP DRILLS; FOR GRADES 3 TO 8 INCLUSIVE IN THE ELEMENTARY SCHOOL AND FOR ALL FOUR YEARS OF THE SECONDARY SCHOOL

### Summary of Preceding Suggestions for the Teacher

The setting-up drills contained in this syllabus are to be used in all schools in which other such drills have not been authorized by the Regents. School authorities desiring to plan and use their own drills should submit their proposals to the Regents for approval.

*Time.* These drills are to be given at the beginning of each class period, except after an intermission or gymnastic lesson, or at least four times in the school day. They should occupy at least two minutes and four or five may profitably be used.

*Direction.* They are directed by the regular class teacher, who may also take the exercise.

Selected pupils may lead the drills *under the immediate direction of the teacher.*



- Purpose.* 1 Relief from sitting still.  
 2 Good posture.  
 3 Training in alertness, accuracy of movement, rapid obedience and orderly response to command.  
 4 Health. By regular exercise of large muscle groups and consequent organic stimulation.  
 5 The establishment of the healthful habit of regular exercise.

*Content.* 1 Relaxation exercises.

## ERRATA

*Page 52*

In line 12, the page should be 128, instead of 144

6 Breathing, ...  
 ... quieting effect.

7 The posture test.

*Method. General*

- 1 The purpose of the exercise should be known and made plain to the pupils arousing their interest in obtaining results. Attention should be called to improvement in posture, alertness, precision and the like.
- 2 The teacher should be ever a model of straight and erect posture and should be alert, enthusiastic, vigorous and stimulating. Corresponding qualities will be developed in the class.
- 3 The tone of the period should be cheerful and the work consistently happy and interesting.
- 4 It will profit the teacher greatly to take part in the exercise. In any event, the teacher should demonstrate the exercise while teaching it.
- 5 These drills should be used at home night and morning, to establish a health habit. This should be made clear to the pupils by constant reference and request for reports.

## Setting-up Drills Suggested

Two sets of drills are suggested below. Either set may be used, or the school may plan its own setting-up drills. (See specially, paragraphs 17, 19, 20 and 21 above). The group of drills, pages

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(if necessary)

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3 Training in alertness, accuracy of movement, rapid obedience and orderly response to command.

4 Health. By regular exercise of large muscle groups and consequent organic stimulation.

5 The establishment of the healthful habit of regular exercise.

*Content.* 1 Relaxation exercises.

2 Postural exercises.

3 Exercises to response commands for nerve and muscle training.

4 Exercises to rhythmic commands for health results.

5 General exercises for health results.

6 Breathing, for good posture and for its refreshing and quieting effect.

7 The posture test.

*Method.* *General*

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54-137, were assembled by Frederic A. Woll, assistant professor of hygiene, College of the City of New York. The "Setting-up drill" and "Additional exercises," pages 138-42, were suggested by Dr C. Ward Crampton, director of physical training, public schools of New York City.

## Introductory Instructions and Setting-Up Exercises for all Classes (see paragraphs 17, 19, 20 and 21 above)

Arranged by Frederic A. Woll

### Lesson 1 First week

Lessons 1 to 13 inclusive are common to grades 3 to 8 in the elementary schools and to all terms in the secondary schools. Those lessons then will be in the nature of review exercises during the second term of this year (1916-17). They should therefore be more effectively and perhaps more rapidly covered in the second term than in the first.

*Preparatory commands* (may be used by all teachers for all lessons)

#### 1 Ready for exercises!

(Pupils stop whatever work they are doing. May take off coats or sweaters if it is found desirable)

#### 2 Active — Position!

(Pupils sit erect with feet on floor under desk. Arms at sides)

#### 3 Class — Stand!

(Pupils rise quickly and quietly and assume correct standing position)

#### 1 *Relaxation*: Class, Stretch! Attention!

(Raise arms sideward, upward, a little forward of vertical; rise on toes and stretch. Another relaxation exercise is described by Doctor Crampton as follows: "Hands on shoulders, Place! Full breath! Fist tight! — Stretch. The pupils bend to side and back and twist slightly stretching the arms as they naturally would stretch when tired.") "Attention" or "Position" should be correct posture — "chest high," and arms hanging easily at sides.



## 2 Exercise:

- a Shut fingers (make a fist).
- b Open fingers (forcefully).

Four times with arms hanging at the side of the body, then four times with arms moved to front horizontal, then four times with arms moved to side horizontal, then four times with arms moved to overhead, then, Position!

## 3 Select pupil health officers:

a Choose the boys and girls who will be of most assistance and most likely to have a good influence over the rest of your class.

b Assign and explain duties of health officers and arrange that those pupils open windows and inspect the room without further orders whenever a setting-up drill is announced. The time for the execution of their other duties should be determined by the teacher. The selection and instruction of pupil health officers may consume several two-minute periods. Those pupils that are not selected at first may be called on without warning. If this is understood, all the pupils will pay attention during these two-minute periods.

### Lesson 2 First week

1 *Relaxation:* See lesson 1.

2a *Triple test* (standing, marching, exercise)  
See "Notes to Teacher."

Inspect each pupil individually and be accurate as well as rapid in your judgment. Ask one of the pupils whose posture was good (or better, the one whose posture was the best) to secure the names of those standing at the end of the test.

b *Post class percentage.* (This lesson may consume several two-minute periods.)

### Lesson 3

1 *Relaxation:* See lesson 1.

2 *Explain importance of posture.* (See Bancroft, "The Posture of School Children"; Goldthwait, in Pyle's "Personal Hygiene.")  
(This lesson may consume several two-minute periods.)

### Lesson 4

1 *Relaxation:* See lesson 1.

2 *Correct the posture of children who need such correction.* The teacher should not limit corrections to these two-minute periods.

Each child should be encouraged to cultivate the habit of sitting straight, standing straight, and being straight. Good posture can come only from habit.

### Lesson 5 Second week

1 *Relaxation*: See lesson 1.

2 Arrange that boys pass to the aisles in the front of the room and girls to the aisles in the rear when such a grouping is needed for setting-up drills.

Select certain pupils to act as "drill leaders." You may use one child to a group or one to each aisle. Arrange to change leaders with enough frequency to keep the children interested in competition for these positions.

3 *Exercise*:

*a* Postural exercise: movements in response to command.

Hold each position for a few counts.

(1) Arms forward (to front horizontal), Raise!

(2) Arms, bend! (flex)

(3) Elbows backward, swing!

(4) Position!

Repeat four times.

(5) May use also elevation cues.

*b* Rhythmic exercise: Repeat "a" by doing the work to rhythmic count, 1-2-3-4, 1-2-3-4, etc.

*c* General exercise: Hands on hips, thumbs behind. Hop on left foot; hop on right foot.

*d* Breathing exercise: Standing in "position," hands on hips.

(1) Inhale! (Slowly, through nose)

(2) Exhale!

Repeat four or five times.

or

(1) Arms sideward upward; inhale! Rise on toes.

(2) Arms sideward downward; exhale!

### Lesson 6 Third week

1 *Relaxation*: See lesson 1.

2 Explain the uses and importance of learning how to march; for example, in handling crowds, fire drills, and orderly movement of classes in school; value of alert response and command. He who has not learned to obey may not be trusted to command.

## Lesson 7

1 *Relaxation*: See lesson 1.

2 *Marching*:

a Left (right), face!

(1) Raise left toes and right heel, one-quarter turn on left heel, push with ball of right foot — one!

(2) Having turned one-quarter left, bring the right heel to the left heel — two! (For Right, face! turn on right heel, push with left toes.)

NOTE: Execute the facing at first with a pause between the first and the second counts. When pupils have thoroughly learned, face without pause. Give pupils individual attention if necessary. Class should finally respond with snap and in unison. Watch posture!

b Mark time, march!

Raise the feet, beginning with left, alternately about 2 inches from the floor. Count 1-2 and repeat, or 1-2-3-4 repeat.

c Halt!

Given as either foot strikes the floor. In learning to halt properly, children should, after the command "Halt!" is given, advance the rear foot one step and say "one!" then bring the other foot up to it and say "two!" and stand at attention.

d General exercise: (During the general exercises always place hands on hips, thumbs to the back unless otherwise stated.) Hop on left (right) foot.

e Breathing exercise: See lesson 5 d.

## Lesson 8

Apply the triple test for posture and post the class percentages. (May consume two or three two-minute periods.)

## Lesson 9

1 *Relaxation*: See lesson 1.

2 *Marching*:

a Select orders from previous lessons and add:

b Forward, March! (about the room if possible). Step out with left foot. Avoid shuffling. Keep about 18 inches of space between units. Last pupil in column starts at the

same time the first one does. Come to a "Mark time" but avoid crowding; then to a "Halt."

NOTE: After children have learned how and if school conditions permit, march from room by twos and back again, as practice for fire drill. Insist upon good posture. Repeat in consecutive two-minute periods until pupils execute these movements promptly and in unison.

*c* General exercise: Hopping alternately on left and right foot.

*d* Breathing exercise: See lesson 5 *d*.

### Lesson 10 Fourth week

1 *Relaxation*: See lesson 1.

2 *Marching*:

*a* Select orders from previous lessons and add:

*b* About, face!

"Carry the toe of the right foot about a half foot-length to the rear and slightly to the left of the left heel without changing the position of the left foot; face to the rear, turning to the right on the *left heel* and *right toe*; place the right heel by the side of the left."

NOTE: "About" is always done to the right unless the order is "Left about."

3 *Exercise*:

*a* Postural exercise; response commands. Position: hands on hips; Place! (thumbs toward back)

(1) Trunk forward, Bend!

Bend forward from hips, back straight, chin in. One can not go far when the back, from head to hips, is held straight. The object is to do the work correctly — in good posture — not to bend far forward.

(2) Position!

Repeat four times.

*b* Rhythmic exercise: Repeat "*a*" four times by doing the work to rhythmic count, 1-2; 1-2.

*c* General exercise: Hopping alternately on left and right foot around room.

*d* Breathing exercise: See lesson 5 *d*.



**Lesson 11 Fifth week**

1 *Relaxation:* See lesson 1.

2 *Marching:*

*a* Select orders from previous lessons and add:

*b* One step backward (or forward), March!

*c* One step left (or right), March!

In stepping forward (or backward) count one step more than the number of steps given: thus, one step forward (backward) count two; three steps forward (backward) count four. In stepping to the left (right) double the number of steps given: thus, one step left (right) count two; three steps left (right) count six.

NOTE: The teacher may secure a great variety of marching movements by using various combinations of left, right and about face with one or more steps forward, to the rear, or to the right or left.

3 *Exercise:*

*a* Postural exercise: Response commands.

(1) Trunk left (or right) sideways, Bend! (Hands on hips)

(2) Position!

Bend sideways from hips. One can not go far. Be sure that trunk is not turned or twisted. Let the head go with the movement of the trunk.

*b* Rhythmic exercise: Alternate "a" left and right to count, 1-2, 1-2, as follows:

(1) Bend trunk left, one!

(2) Position, two!

(1) Bend trunk right, one!

(2) Position, two!

Each way four times.

*c* General exercise: Hopping backward alternately on left and right feet.

*d* Breathing exercise: See lesson 5 *d*.

**Lesson 12 Sixth week**

1 *Relaxation:* See lesson 1.

2 *Marching:*

*a* Select orders from previous lessons.

*b* Column left (right), March!

A column is formed when the units are one behind the other. A column may be a single file or two, four or more abreast. Column left (right), March! The head of the column turns to the left (right) and the rest follow when they arrive at the place of turning.

### 3 *Exercise:*

*a* Postural exercise: Response commands.

(1) (*a*) Arms forward and then sideward in one movement.

(*b*) Position! (Bring arms down)  
From — Hands on hips, Place!

(2) (*a*) One-half deep knee, Bend! ("A quarter squat"; see illustration in syllabus E)

(*b*) Position!  
Repeat four times.

NOTE: The difficulty of this exercise may be increased for the older pupils by placing the hands back of the head. *Hold the head up!*

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercises to count, 1-2; 1-2.

(2) Do "(2)" of postural exercises to count, 1-2; 1-2.  
Each four times.

*c* General exercise: Maze running (running in and out, and up and down the aisles).

*d* Breathing exercise: See lesson 5 *d*.

### Lesson 13

1 Triple test.

2 Make promotions.

3 Post class percentages.

(May consume time of several two-minute periods. Repeat a previous drill in remainder of these periods.)

## GRADE 3 FIRST HALF YEAR

Lesson 1 to 13 inclusive common to all grades. (See pages 54-60 for those lessons)

**Lesson 14 Seventh and eighth weeks**

*Note: In these setting-up drills all the orders of preparation and command should be numbered 1, 2, or 1, 2, 3, 4, and not a, b, or a, b, c, d, as they appear here in the text.*

1 *Relaxation:* See lesson 1.

2 *Marching:*

a Select orders from previous lessons.

b Countermarch left (right), March!

The head of the column turns (180 degrees) and marches in the opposite direction. The rest follow when they arrive at the place of turning.

3 *Exercise:*

a Postural exercise: Response commands.

(1) (a) Arms forward, Raise!

(b) Position!

From — Hands on hips, Place!

(2) (a) Left (right) leg forward, Raise!

(b) Position!

Each two times.

b Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

c General exercise: Select from previous lessons.

d Breathing exercise: See lesson 5 d.

**Lesson 15 Ninth and tenth weeks**

1 *Relaxation:* See lesson 1.

2 *Marching:* Select orders from previous lessons.

3 *Exercise:*

*a* Postural exercise: Response commands.

(1) (*a*) Arms sideward, Raise!

(*b*) Position!

From — Hands on hips, Place!

(2) (*a*) Left (right) leg sideward, Place!

(*b*) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do “(1)” of postural exercise to count, 1-2; 1-2.

(2) Do “(2)” of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Skipping forward around the room.

*d* Breathing exercise: See lesson 5 *d*.

#### **Lesson 16 Eleventh and twelfth weeks**

1 *Relaxation*

2 *Marching*

3 *Exercise:*

*a* Postural exercise: Response commands.

(1) (*a*) Arms forward, Raise!

(*b*) Position!

From — Hands on hips, Place!

(2) (*a*) Left (right) knee and right (left) heel, Raise!

(*b*) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do “(1)” of postural exercise to count, 1-2; 1-2.

(2) Do “(2)” of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Skipping forward in and out, up and down the aisles.

*d* Breathing exercise.

#### **Lesson 17**

1 Triple test.

2 Make promotions.

3 Post class percentages.



**Lesson 18 Thirteenth and fourteenth weeks**1 *Relaxation*2 *Marching*3 *Exercise:*

a Postural exercise: Response commands.

(1) (a) Arms forward, Raise!

(b) Position!

From — Hands on hips, Place!

(2) (a) Left (right) leg sideward, Raise!

(b) Position!

Each two times.

b Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

c General exercise: Select orders from previous lessons.

d Breathing exercise.

**Lesson 19 Fifteenth and sixteenth weeks**1 *Relaxation*2 *Marching*3 *Exercise:*

a Postural exercise: Response commands.

(1) (a) Arms forward upward, Raise! (*Head erect!!*)

(b) Position!

From — Hands on hips, Place!

(2) (a) Trunk forward, Bend!

(b) Position!

Each two times.

b Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

c General exercise: Skip left sideward then skip back right sideward.

d Breathing exercise.

**Lesson 20 Seventeenth and eighteenth weeks**

- 1 *Relaxation*
- 2 *Marching*
- 3 *Exercise:*

a Postural exercise: Response commands.

(1) (a) Arms forward upward, Raise! (*Head erect!!*)

(b) Position!

From — Hands on hips, Place!

(2) (a) Trunk left (right) sideward, Bend!

(b) Position!

Each two times.

b Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

c General exercise: Skipping, turning alternately left and right.

d Breathing exercise.

**Lesson 21**

- 1 Triple test.
- 2 Make promotions.
- 3 Post class percentages.

**Lesson 22 Nineteenth and twentieth weeks**

- 1 *Relaxation*
- 2 *Marching*
- 3 *Exercise:*

a Postural exercise: Response commands.

(1) (a) Arms sideward, left (right) leg sideward. Raise!

(b) Position!

Four times.

b Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

Eight times.

c General exercise: Select from previous lessons.

d Breathing.

## GRADE 3 SECOND HALF YEAR

Lessons 1 to 13 inclusive common to all grades. (See pages 54-60 for those lessons)

**Lesson 14 Seventh and eighth weeks**

*Note: In these setting-up drills all the orders of preparation and command should be numbered 1, 2, or 1, 2, 3, 4, and not a, b, or a, b, c, d, as they appear here in the text.*

1 *Relaxation*: See lesson 1.

2 *Marching*:

a Select orders from previous lessons.

b Countermarch left (right), March!

The head of the column turns 180 degrees and marches in the opposite direction. The rest follow when they arrive at the place of turning.

3 *Exercise*:

a Postural exercise: Response commands.

(1) (a) Arms sideward upward, Raise!

(b) Position!

From — Hands on hips, Place!

(2) (a) Left (right) leg and right (left) heel, Raise!

(b) Position!

Each two times.

b Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

c General exercise: Skipping around room.

d Breathing exercise: See lesson 5 d.

**Lesson 15 Ninth and tenth weeks**

1 *Relaxation*: See lesson 1.

2 *Marching*: Select orders from previous lessons.

3 *Exercise*:

a Postural exercise: Response commands.

(1) (a) Arms forward upward, Raise! (*Head erect!!*)

(b) Position!

From — Hands on hips, Place!

(2) (a) Left (right) leg backward, Stretch!  
(Do not bend the knees)

(b) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Select from previous lessons.

*d* Breathing exercise: See lesson 5 *d*.

### Lesson 16 Eleventh and twelfth weeks

1 *Relaxation*

2 *Marching*

3 *Exercise:*

*a* Postural exercise: Response commands.

(1) (a) Arms sideward to finger tips on shoulders  
(elbows back), Raise!

(b) Position!

From — Hands on hips, Place!

(2) (a) Left (right) leg forward, Step!

(b) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Running (double time, March!) to corridor and return, or to out of doors and return.

*d* Breathing exercise.

### Lesson 17

1 Triple test.

2 Make promotions.

3 Post class percentages.

### Lesson 18 Thirteenth and fourteenth weeks

1 *Relaxation*

2 *Marching*

3 *Exercise:*

*a* Postural exercise: Response commands.



(1) (a) Left (right) arm forward upward, right (left) arm backward, trunk left (right), Twist!

(b) Position!

From — Hands on hips, Place!

(2) (a) Heels, Raise!

(b) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Select from previous lessons.

*d* Breathing exercise.

### Lesson 19 Fifteenth and sixteenth weeks

1 *Relaxation*

2 *Marching*

3 *Exercise:*

*a* Postural exercise: Response commands.

(1) (a) Arms forward upward, heels, Raise! (*Head erect!!*)

(b) Position!

From — Hands on hips, Place!

(2) (a) Bend left (right) knee, right (left) leg backward, Stretch!

(b) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Stationary run.

*d* Breathing exercise.

### Lesson 20 Seventeenth and eighteenth weeks

1 *Relaxation*

2 *Marching*

3 *Exercise:*

*a* Postural exercise: Response commands.

(1) (a) Arms sideward, trunk forward, Bend!

(b) Position!

From — Hands on hips, Place!

(2) (a) Trunk left (right) sideward, left leg sideward, Step!

(b) Position!

Each two times.

b Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

c General exercise: Stationary run, bring knees up high.

d Breathing.

### Lesson 21

1 Triple test.

2 Make promotions.

3 Post class percentages.

### Lesson 22 Nineteenth and twentieth weeks

1 *Relaxation*

2 *Marching*

3 *Exercise:*

a Postural exercise: Response commands.

(1) (a) Arms sideward, finger tips on shoulders, left (right) leg forward, Place!

(b) Position!

Four times.

b Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2. etc., alternately left and right, each four times.

c General exercise: Select from previous lessons.

d Breathing exercise.

## GRADE 4 FIRST HALF YEAR

Lessons 1 to 13 inclusive common to all grades. (See pages 54-60 for those lessons)

### Lesson 14 Seventh and eighth weeks

*Note: In these setting-up drills all the orders of preparation and command should be numbered 1, 2, or 1, 2, 3, 4, and not a, b, or a, b, c, d, as they appear here in the text.*

1 *Relaxation:* See lesson 1.

2 *Marching:* Countermarch left (right), March!

The head of the column turns 180 degrees and marches in the opposite direction. The rest follow when they arrive at the place of turning.

### 3 Exercise:

*a* Postural exercise: Response commands.

(1) (*a*) Arms forward and left (right) leg forward, Raise!

(*b*) Position!

(2) (*a*) Arms sideward and left (right) leg sideward, Raise!

(*b*) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Select from previous lessons.

*d* Breathing exercise: See lesson 5 *d*.

## Lesson 15 Ninth and tenth weeks

1 *Relaxation*: See lesson 1.

2 *Marching*

### 3 Exercise:

*a* Postural exercise: Response commands.

(1) (*a*) Arms forward upward, left (right) leg and right (left) heel, Raise! (*Head erect!!*)

(*b*) Position!

(2) (*a*) Arms sideward upward, left (right) leg sideward and right (left) heel, Raise!

(*b*) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Stationary run.

*d* Breathing exercise: See lesson 5 *d*.

## Lesson 16 Eleventh and twelfth weeks

1 *Relaxation*

2 *Marching*

3 *Exercise:*

*a* Postural exercise: Response commands.

(1) (a) Arms forward, left (right) leg forward, right (left) knee, Bend!

(b) Position!

(2) (a) Arms sideward, left (right) leg sideward, right (left) knee, Bend!

(b) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Double time around the room.

*d* Breathing exercise.

**Lesson 17**

1 Triple test.

2 Make promotions.

3 Post class percentages.

**Lesson 18 Thirteenth and fourteenth weeks**

1 *Relaxation*

2 *Marching*

3 *Exercise:*

*a* Postural exercise: Response commands.

(1) (a) Arms forward upward, trunk backward, left (right) leg backward, Step! (*Head erect!!*)

NOTE: The left (right) knee may be bent. Do not bend backward far.

(b) Position!

(2) (a) Arms sideward upward, bend trunk left (right), left (right) leg sideward, Step!

(Bend the right (left) knee.)

(b) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Select from previous lessons.

*d* Breathing exercise.



**Lesson 19 Fifteenth and sixteenth weeks****1 Relaxation****2 Marching****3 Exercise:**

*a* Postural exercise: Response commands.

(1) (a) Arms forward to hands over shoulders, left (right) leg forward, Step!

(b) Position!

(2) (a) Arms sideward to hands over shoulders left (right) leg sideward, Step!

(b) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Run around the room, knees up high.

*d* Breathing exercise.

**Lesson 20 Seventeenth and eighteenth weeks****1 Relaxation****2 Marching****3 Exercise:**

*a* Postural exercise: Response commands.

(1) (a) Arms forward upward, left (right) leg forward step and heels, Raise! (*Head erect!!*)

(b) Position!

(2) (a) Arms sideward upward, left (right) leg sideward step and heels, Raise!

(b) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Select from previous lessons.

*d* Breathing exercise.

**Lesson 21****1 Triple test.****2 Make promotions.****3 Post class percentages.**

**Lesson 22 Nineteenth and twentieth weeks**1 *Relaxation*2 *Marching*3 *Exercise:*

a Postural exercise: Response commands.

(1) (a) Arms sideward, trunk forward, left leg sideward, Step!

(b) Position!

Four times.

b Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.  
Eight times.

c General exercise: Select from previous lessons.

d Breathing exercise.

**GRADE 4 SECOND HALF YEAR**

Lessons 1 to 13 inclusive common to all grades. (See pages 54-60 for those lessons)

**Lesson 14 Seventh and eighth weeks**

*Note: In these setting-up drills all the orders of preparation and command should be numbered 1, 2, or 1, 2, 3, 4, and not a, b, or a, b, c, d, as they appear here in the text.*

1 *Relaxation:* See lesson 1.2 *Marching:*

Countermarch left (right), March!

The head of the column turns 180 degrees and marches in the opposite direction. The rest follow when they arrive at the place of turning.

3 *Exercise:*

a Postural exercise: Response commands.

(1) (a) Arms forward upward, left (right) leg backward, Stretch! (*Head erect!!*)

(b) Position!

(2) (a) Arms sideward upward, left (right) sideward, Stretch!

(b) Position!

Each two times.

b Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

c General exercise: Stationary run.

d Breathing exercise: See lesson 5 d.

**Lesson 15 Ninth and tenth weeks**

1 *Relaxation*: See lesson 1.

2 *Marching*

3 *Exercise*:

a Postural exercise: Response commands.

(1) (a) Arms forward upward, stretch left (right) leg backward, right (left) knee, Bend!

(b) Position!

(2) (a) Arms sideward upward, stretch left (right) leg sideward, right (left) knee, Bend!

(b) Position!

Each two times.

b Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

c General exercise: Stationary run, keeping knees stiff and throwing legs out in front of body, trunk leaning slightly backward ("stiff-leg running").

d Breathing exercise: See lesson 5d.

**Lesson 16 Eleventh and twelfth weeks**

1 *Relaxation*

2 *Marching*

3 *Exercise*:

a Postural exercise: Response commands.

(1) (a) Left (right) arm forward upward, right (left) arm downward backward, step left (right) leg forward and both heels, Raise!

(b) Position!

(2) (a) Left arm sideward upward, right (left) arm half sideward, step left (right) sideward and both heels, Raise!

(b) Position!

Each two times.

b Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

c General exercise: Stationary run; raise heels high.

d Breathing exercise: See lesson 5d

**Lesson 17**

- 1 Triple test.
- 2 Make promotions.
- 3 Post class percentages.

**Lesson 18 Thirteenth and fourteenth weeks**

- 1 *Relaxation*
- 2 *Marching*
- 3 *Exercise:*

a Postural exercise: Response commands.

(1) (a) Left (right) arm forward upward, right (left) arm downward backward, step left (right) leg forward and heels, Raise!

(b) Position!

(2) (a) Left (right) arm sideward upward, right (left) arm half sideward, step left (right) sideward and heel, Raise!

(b) Position!

Each two times.

b Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

c General exercise: Run around room; raise heels high.

d Breathing exercise: See lesson 5 d.

**Lesson 19 Fifteenth and sixteenth weeks**

- 1 *Relaxation*
- 2 *Marching*
- 3 *Exercise:*

a Postural exercise: Response commands.

(1) (a) Arms forward upward, trunk forward, Bend!

(b) Position!

(2) (a) Arms sideward upward, trunk left (right) sideward, Bend!

(b) Position!

Each two times.

b Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.



- c* General exercise: Select from previous lessons.
- d* Breathing exercise: See lesson 5 *d*.

### **Lesson 20 Seventeenth and eighteenth weeks**

#### **1 Relaxation**

#### **2 Marching**

#### **3 Exercise:**

*a* Postural exercise: Response commands.

(1) (*a*) Arms sideward, trunk left (right) sideward, Twist!

(*b*) Position!

(2) (*a*) Arm sideward, twist trunk left (right) sideward, left (right) leg sideward, Step!

(*b*) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count 1-2; 1-2.

Each four times.

*c* General exercise: Select from previous lessons.

*d* Breathing exercise.

### **Lesson 21**

1 Triple test.

2 Make promotions.

3 Post class percentages.

### **Lesson 22 Nineteenth and twentieth weeks**

#### **1 Relaxation**

#### **2 Marching**

#### **3 Exercise:**

*a* Postural exercise: Response commands.

(1) (*a*) Arms forward upward, trunk forward, left (right) leg, backward, right (left) knee, Bend!

(*b*) Position!

Each four times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

*c* General exercise: Select from previous lessons.

*d* Breathing exercise.

## GRADE 5 FIRST HALF YEAR

Lessons 1 to 13 inclusive common to all grades. (See pages 54-60 for those lessons)

## Lesson 14 Seventh and eighth weeks

*Note: In these setting-up drills all the orders of preparation and command should be numbered 1, 2, or 1, 2, 3, 4, and not a, b, or a, b, c, d, as they appear here in the text.*

1 *Relaxation:* See lesson 1.

2 *Marching:* Countermarch left (right), March!

The head of the column turns 180 degrees and marches in the opposite direction. The rest follow when they arrive at the place of turning.

3 *Exercise:*

a Postural exercise: Response commands.

(1) (a) Arms forward (horizontal), Raise!

(b) Position!

From — Hands on hips, Place!

(2) (a) Deep knee bend, Bend!

Rise on toes! One!

Bend knees! Two! (Come to almost a sitting position with knees turned outward. Keep on toes.)

Knees, Stretch! Three!

Heels, Sink! on Position! Four!

(b) Position!

Each two times.

b Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

c General exercise: Stationary run, keeping knees stiff and throwing legs out in front of body, trunk leaning slightly backward ("stiff-leg running").

d Breathing exercise: See lesson 5 d.

## Lesson 15 Ninth and tenth weeks

1 *Relaxation*: See lesson 1.

2 *Marching*

3 *Exercise*:

a Postural exercise: Response commands.

(1) (a) Arms forward, half deep knee bend, Bend! (Bend the knees, trunk erect not leaning forward, go down as far as possible *without taking the heels off the floor*. One can not go far.)

(b) Position!

(2) (a) Arms sideward, deep knee bend, Bend! (Rise on toes, bend the knees, come to almost a sitting position on heels, keeping on toes — a squat — on first count.)

(b) Position!

Each two times.

b Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

c General exercise: Select from previous lessons.

d Breathing exercise: See lesson 5 d.

## Lesson 16 Eleventh and twelfth weeks

1 *Relaxation*

2 *Marching*

3 *Exercise*:

a Postural exercise: Response commands.

(1) (a) Arms sideward, Raise!

(b) Position!

From — Hands on hips, Place!

(2) (a) Trunk forward, Bend!

(b) Position!

Each two times.

b Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

c General exercise: Stationary run.

d Breathing exercise.

**Lesson 17**

- 1 Triple test.
- 2 Make promotions.
- 3 Post class percentages.

**Lesson 18 Thirteenth and fourteenth weeks**

- 1 *Relaxation*
- 2 *Marching*
- 3 *Exercise:*

*a* Postural exercise: Response commands.

(1) (a) Arms forward to hands on shoulders, elbows at sides, Place!

(b) Position!

From — Hands on hips, Place!

(2) (a) Trunk forward, Bend!

(b) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Stiff leg running forward. (See lesson 14.)

*d* Breathing exercise.

**Lesson 19 Fifteenth and sixteenth weeks**

- 1 *Relaxation*
- 2 *Marching*
- 3 *Exercise:*

*a* Postural exercise: Response commands.

(1) (a) Arms forward, hands on shoulders, elbows at sides, trunk forward, Bend!

(b) Position!

(2) (a) Arms sideward and trunk forward, Bend!

(b) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Select from previous lessons.

*d* Breathing exercise.



**Lesson 20 Seventeenth and eighteenth weeks****1 Relaxation****2 Marching****3 Exercise:**

*a* Postural exercise: Response commands.

(1) (*a*) Arms forward upward; Raise! (Arms are raised a little forward of vertical.) (*Head erect!!*)

(*b*) Position!

(2) (*a*) Arms sideward upward; Raise!

(*b*) Position!

(3) (*a*) Heels, Raise!

(*b*) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

(3) Do "(3)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Select from previous lessons.

*d* Breathing exercise.

**Lesson 21****1 Triple test.****2 Make promotions.****3 Post class percentages.****Lesson 22 Nineteenth and twentieth weeks****1 Relaxation****2 Marching****3 Exercise:**

*a* Postural exercise: Response commands.

(1) (*a*) Arms forward upward and heels, Raise! (*Head erect!!*)

(*b*) Position!

(2) (*a*) Arms sideward upward and heels, Raise!

(*b*) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Select from previous lessons.

*d* Breathing exercise.

## GRADE 5 SECOND HALF YEAR

Lessons 1 to 13 inclusive common to all grades. (See pages 54-60 for those lessons)

## Lesson 14 Seventh week

*Note: In these setting-up drills all the orders of preparation and command should be numbered 1, 2, or 1, 2, 3, 4, and not a, b, or a, b, c, d, as they appear here in the text.*

1 *Relaxation:* See lesson 1.

2 *Marching:*

Countermarch left (right), March!

The head of the column turns 180 degrees and marches in the opposite direction. The rest follow when they arrive at the place of turning.

3 *Exercise:*

a Postural exercise: Response commands.

(1) (a) Arms sideward, Raise!

(b) Position!

From — Hands on hips, Place!

(2) (a) Left (right) leg, left sideward, Place! Extend left leg sideward off the floor.

(b) Position!

Each two times.

b Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

c General exercise: Stationary run.

d Breathing exercise: See lesson 5 d.

## Lesson 15 Eighth week

1 *Relaxation:* See lesson 1.

2 *Marching*

3 *Exercise:*

a Postural exercise: Response commands.

(1) (a) Arms forward upward, Raise! (*Head erect!!*)

(b) Position!

From — Hands on hips, Place!

(2) (a) Left leg backward, Place!

Extend left leg backward, toes off the floor; knees must not be bent.

(b) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Skipping forward alternately left and right four times each; halt, then hop alternately left and right, four times each; halt, repeat.

*d* Breathing exercise: See lesson 5 *d*.

#### Lesson 16 Ninth and tenth weeks

1 *Relaxation*

2 *Marching*

3 *Exercise:*

*a* Postural exercise: Response commands.

(1) (*a*) Arms sideward, left (right) leg left sideward, Place!

(b) Position!

(2) (*a*) Arms forward, left (right) leg, backward, Place!

(b) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Select from previous lessons.

*d* Breathing exercise.

#### Lesson 17

1 Triple test.

2 Make promotions.

3 Post class percentages.

#### Lesson 18 Eleventh and twelfth weeks

1 *Relaxation*

2 *Marching*

3 *Exercise:*

*a* Postural exercise: Response commands.

(1) (a) Arms backward, Place!

Move the arms back of the lateral plane of the body.  
Keep body erect.

(b) Position!

From — Hands on hips, Place!

(2) (a) Left (right) leg forward, Place!

(b) Position!

Each two times.

b Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

c General exercise: Low vertical jumps (jumping up and down). Spring-board jumps.

d Breathing exercise.

#### **Lesson 19 Thirteenth and fourteenth weeks**

1 *Relaxation*

2 *Marching*

3 *Exercise:*

a Postural exercise: Response commands.

(1) (a) Arms sideward upward, Raise!

(b) Position!

From — Hands on hips, Place!

(2) (a) Left (right) leg left (right) sideward, Step!

(b) Position!

Each two times.

b Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

c General exercise: Low vertical jumps around the room.

d Breathing exercise.

#### **Lesson 20 Fifteenth and sixteenth weeks**

1 *Relaxation*

2 *Marching*

3 *Exercise:*

a Postural exercise: Response commands.



(1) (a) Arms backward, left (right) leg backward.  
Step!

(b) Position!

(2) (a) Arms sideward upward, left (right) leg left  
sideward, Step!

(b) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Select from previous lessons.

*d* Breathing exercise.

#### Lesson 21

1 Triple test.

2 Make promotions.

3 Post class percentages.

#### Lesson 22 Seventeenth and eighteenth weeks

1 *Relaxation*

2 *Marching*

3 *Exercise:*

*a* Postural exercise: Response commands.

(1) (a) Arms sideward to finger tips on shoulders!

(b) Position!

From — Hands on hips, Place!

(2) (a) Trunk left (right), sideward, Bend!

(b) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Select from previous lessons.

*d* Breathing exercise.

**Lesson 23 Nineteenth and twentieth weeks**1 *Relaxation*2 *Marching*3 *Exercise:*

a Postural exercise: Response commands.

(1) (a) Arms forward upward, Raise! (*Head erect!!*)

(b) Position!

From — Hands on hips, Place!

(2) (a) Neck backward, Bend!

Chin down and in; chest up.

(b) Position!

Each two times.

b Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

c General exercise: Select from previous lessons.

d Breathing exercise.

**GRADE 6 FIRST HALF YEAR**

Lessons 1 to 13 inclusive are common to all grades. (See pages 54-60 for those lessons)

*Note: In these setting-up drills all the orders of preparation and command should be numbered 1, 2, or 1, 2, 3, 4, and not a, b, or a, b, c, d, as they appear here in the text.*

**Lesson 14 Seventh week**1 *Relaxation:* See lesson 1.2 *Marching:* Countermarch left (right), March!

The head of the column turns and marches in the opposite direction. The rest follow when they arrive at the place of turning.

3 *Exercise:*

a Postural exercise: Response commands.

(1) (a) Arms sideward, finger tips on shoulders; trunk left (right) sideward, Bend!

(b) Position!

(2) (a) Arms forward upward, trunk backward, Bend! (*Head erect!!*)

(b) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Stationary run.

*d* Breathing exercise: See lesson 5 *d*.

**Lesson 15 Eighth week**

1 *Relaxation*: See lesson 1.

2 *Marching*

3 *Exercise*:

*a* Postural exercise: Response commands.

(1) (a) Arms forward upward, Raise! (*Head erect!!*)

(b) Position!

From — Hands on hips, Place!

(2) (a) Left (right) leg backward! (foot extended — "toes pointed.")

(b) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Vertical jumps (jumping up and down; spring-board jumps).

*d* Breathing exercise: See lesson 5 *d*.

**Lesson 16 Ninth week**

1 *Relaxation*

2 *Marching*

3 *Exercise*:

*a* Postural exercise: Response commands.

(1) (a) Arms sideward upward, Raise!

(b) Position!

From — Hands on hips, Place!

(2) (a) Left (right) leg sideward, Stretch!

(b) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.  
Each four times.*c* General exercise: Select from previous lessons.*d* Breathing exercise.**Lesson 17 Tenth week***1* Relaxation*2* Marching*3* Exercise:*a* Postural exercise: Response commands.(1) (*a*) Arms forward upward, left (right) leg backward, Stretch!(*b*) Position!(2) (*a*) Arms sideward upward, left (right) leg sideward, Stretch!(*b*) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.  
Each four times.*c* General exercise: Vertical jumps around the room.*d* Breathing exercise.**Lesson 18 Eleventh and twelfth weeks***1* Relaxation*2* Marching*3* Exercise:*a* Postural exercise: Response commands.(1) (*a*) Arms forward upward, Raise! (*Head erect!!*)(*b*) Position!

From — Hands on hips, Place!

(2) (*a*) Left (right) knee upward, Raise!(*b*) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.  
Each four times.



*c* General exercise: Select from previous lessons.

*d* Breathing exercise.

### Lesson 19

1 Triple test.

2 Make promotions.

3 Post class percentages.

### Lesson 20 Thirteenth and fourteenth weeks

1 *Relaxation*: See lesson 1.

2 *Marching*

3 *Exercise*:

*a* Postural exercise: Response commands.

(1) (*a*) Arms sideward upward, Raise!

(*b*) Position!

From — Hands on hips, Place!

(2) (*a*) Left (right) leg forward, Raise!

(*b*) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Stationary run.

*d* Breathing exercise: See lesson 5 *d*.

### Lesson 21 Fifteenth and sixteenth weeks

1 *Relaxation*: See lesson 1.

2 *Marching*

3 *Exercise*:

*a* Postural exercise: Response commands.

(1) (*a*) Arms forward upward, left (right) knee upward, Raise! (*Head erect!!*)

(*b*) Position!

(2) (*a*) Arms sideward upward, left (right) leg forward, Raise!

(*b*) Position!

Each two times.

**b Rhythmic exercise:**

- (1) Do "(1)" of postural exercise to count, 1-2; 1-2.
  - (2) Do "(2)" of postural exercise to count, 1-2; 1-2.
- Each four times.

**c** General exercise: Stationary run.

**d** Breathing exercise: See lesson 5 d.

**Lesson 22 Seventeenth and eighteenth weeks**

1 *Relaxation*

2 *Marching*

3 *Exercise:*

**a** Postural exercise: Response commands.

(1) (a) Arms sideward, Raise!

(b) Position!

From — Hands on hips, Place!

(2) (a) Trunk left (right), Twist!

(b) Position!

Each two times.

**b** Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

**c** General exercise. Select from previous lessons.

**d** Breathing exercise.

**Lesson 23**

1 Triple test.

2 Make promotions.

3 Post class percentages.

**Lesson 24 Nineteenth and twentieth weeks**

1 *Relaxation*

2 *Marching*

3 *Exercise:*

**a** Postural exercise: Response commands.

(1) (a) Arms forward upward, Raise! (*Head erect!!*)

(b) Position!

From — Hands on hips, Place!

(2) (a) Heels, Raise!

(b) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Select from previous lessons.*d* Breathing exercise.

## GRADE 6 SECOND HALF YEAR

Lessons 1 to 13 inclusive are common to all grades. (See pages 54-60 for those lessons)

*Note: In these setting-up drills all the orders of preparation and command should be numbered 1, 2, or 1, 2, 3, 4, and not a, b, or a, b, c, d, as they appear here in the text.*

**Lesson 14 Seventh week**1 *Relaxation*: See lesson 1.

2 *Marching*: Countermarch left (right), March! The head of the column turns and marches in the opposite direction. The rest follow when they arrive at the place of turning.

3 *Exercise*:*a* Postural exercise: Response commands.

(1) (a) Arms sideward, trunk left (right), Twist!

(b) Position!

(2) (a) Arms forward upward, heels, Raise! (*Head erect!!*)

(b) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Stationary run.*d* Breathing exercise: See lesson 5 *d*.**Lesson 15 Eighth week**1 *Relaxation*: See lesson 1.2 *Marching*3 *Exercise*:*a* Postural exercise: Response commands.

(1) (a) Left (right) arm forward upward, right (left) arm backward, Raise!

(b) Position!

From — Hands on hips, Place!

(2) (a) Left (right) foot forward, Place!

(b) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Run around room.

*d* Breathing exercise: See lesson 5 *d*.

### Lesson 16 Ninth week

1 *Relaxation*

2 *Marching*

3 *Exercise:*

*a* Postural exercise: Response commands.

(1) (a) Left (right) arm sideward, upward, right (left) arm half sideward, Raise!

(b) Position!

From — Hands on hips, Place!

(2) (a) Left (right) foot left (right) sideward, Place!

(b) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Select from previous lessons.

*d* Breathing exercise.

### Lesson 17 Tenth week

1 *Relaxation*

2 *Marching*

3 *Exercise:*

*a* Postural exercise: Response commands.

(1) (a) Left (right) arm forward upward, right (left) arm backward, left (right) foot forward, Place!

(b) Position!



(2) (a) Left (right) arm sideward upward, right (left) arm half sideward, left (right) foot, left (right) sideward, Place!

(b) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Skip left sideways half way around, then right sideways back again.

*d* Breathing exercise.

### Lesson 18 Eleventh and twelfth weeks

1 *Relaxation*

2 *Marching*

3 *Exercise:*

*a* Postural exercise: Response commands.

(1) (a) Arms sideward upward to arched position over head, finger tips on head, Raise!

(b) Position!

From — Hands on hips, Place!

(2) (a) Deep knee bend, Bend!

(b) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Select from previous lessons.

*d* Breathing exercise.

### Lesson 19

1 Triple test.

2 Make promotions.

3 Post class percentages.

**Lesson 20 Thirteenth and fourteenth weeks**

1 *Relaxation*

2 *Marching*

3 *Exercise:*

*a* Postural exercise: Response commands.

(1) (*a*) Arms forward upward to arched position over head, elbows out, finger tips on head, Raise! (*Head erect!!*)

(*b*) Arms sideward downward, Position!

From — Hands on hips, Place!

(2) (*a*) Left (right) knee bend and right (left) leg backward, Stretch!

(*b*) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Select from previous lessons.

*d* Breathing exercise.

**Lesson 21 Fifteenth and sixteenth weeks**

1 *Relaxation*

2 *Marching*

3 *Exercise:*

*a* Postural exercise: Response commands.

(1) (*a*) Arms sideward upward to arch, deep knee bend, Bend!

(*b*) Position!

(2) (*a*) Arms forward upward to arch, left (right) knee bend and right (left) leg backward, Stretch! (*Head erect!!*)

(*b*) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Vertical jumps. (Jump up and down; spring-board jumps.)

*d* Breathing exercise.

**Lesson 22 Seventeenth and eighteenth weeks****1 Relaxation****2 Marching****3 Exercise:**

*a* Postural exercise: Response commands.

(1) (*a*) Hands on chest, elbows back, Place!

(*b*) Position!

From — Hands on hips, Place!

(2) (*a*) Jump to straddle stand, Jump! (Spread the legs well apart.)

(*b*) Jump to position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Select from previous lessons.

*d* Breathing exercise.

**Lesson 23****1 Triple test.****2 Make promotions.****3 Post class percentages.****Lesson 24 Nineteenth and twentieth weeks****1 Relaxation****2 Marching****3 Exercise:**

*a* Postural exercise: Response commands.

(1) (*a*) Arms forward upward and half way downward sideward (between vertical and horizontal, like the letter "Y") and heels, Raise!

(*b*) Position!

From — Hands on hips, Place!

(2) (*a*) Straddle, Jump! (Stay on toes)

(*b*) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Select from previous lessons.

*d* Breathing exercise.

### GRADE 7 FIRST HALF YEAR

Lessons 1 to 13 inclusive are common to all grades. (See pages 54-60 for those lessons)

*Note: In these setting-up drills all the orders of preparation and command should be numbered 1, 2, or 1, 2, 3, 4, and not a, b, or a, b, c, d, as they appear here in the text.*

#### Lesson 14 Seventh week

1 *Relaxation*: See lesson 1.

2 *Marching*: Countermarch left (right), March!

The head of the column turns and marches in the opposite direction. The rest follow when they arrive at the place of turning.

3 *Exercise*:

*a* Postural exercise: Response commands.

(1) (a) Hands on chest, straddle stand, Jump!

(b) Position!

(2) (a) Arms forward upward, half way downward sideward, straddle, Jump!

(b) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Stationary run.

*d* Breathing exercise: See lesson 5 *d*.

#### Lesson 15 Eighth week

1 *Relaxation*

2 *Marching*

3 *Exercise*:

*a* Postural exercise: Response commands.

(1) (a) Arms forward, Raise!

(b) Position!

From — Hands on hips, Place!

(2) (a) Left (right) leg forward, Step!

(b) Position!

Each two times.



*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Run around room.

*d* Breathing exercise: See lesson 5 *d*.

**Lesson 16 Ninth week****1** *Relaxation***2** *Marching***3** *Exercise:*

*a* Postural exercise: Response commands.

(1) (*a*) Arms sideward, Raise!

(*b*) Position!

(2) (*a*) Left (right) leg forward. Lunge! This is the lunge of the fencer. Bring the leg lunging as far forward as possible until the knee is bent at nearly a right angle. The other leg should be straight and the toes of that foot slightly turned out. Both feet *flat* on the floor.

(*b*) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Select from previous lessons.

*d* Breathing exercise.

**Lesson 17 Tenth week****1** *Relaxation***2** *Marching***3** *Exercise:*

*a* Postural exercise: Response commands.

(1) (*a*) Arms forward, left (right) leg forward, Step!

(*b*) Position!

(2) (*a*) Arms sideward, left (right) leg forward, Lunge!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*'c* General exercise: Vertical jumps (jumping up and down; spring-board jumps).*d* Breathing exercise.**Lesson 18 Eleventh and twelfth weeks**1 *Relaxation*2 *Marching*3 *Exercise:**a* Postural exercise: Response commands.(1) (*a*) Arms backward, Place!(*b*) Position!

From — Hands on hips, Place!

(2) (*a*) Left (right) leg backward, Lunge!(*b*) Position!(The leg lunging backward is bent at the knee and the toes are turned *out*. The other leg is held straight. Both feet *flat* on the floor. Keep body very erect.)

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Vertical jumps around room.*d* Breathing exercise.**Lesson 19**

## 1 Triple test.

## 2 Make promotions.

## 3 Post class percentages.

**Lesson 20 Thirteenth and fourteenth weeks**1 *Relaxation*2 *Marching*3 *Exercise:**a* Postural exercise: Response commands.

(1) (a) Arms backward, left (right) leg backward, Lunge!

(b) Position!

(2) (a) Arms sideward upward, left (right) leg, left (right) sideward, Lunge!

(b) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Select from previous lessons.

*d* Breathing exercise.

#### **Lesson 21 Fifteenth and sixteenth weeks**

1 *Relaxation*

2 *Marching*

3 *Exercise:*

*a* Postural exercise: Response commands.

(1) (a) Both arms, outward arm circles to arms side horizontal (shoulder high), Raise!

(b) Arms downward to — Position!

(From position, raise the left arm by circling counterclockwise before the body, passing the face and down until the arm is horizontal and shoulder high at the left side. The reverse for the right arm. Both arms move simultaneously and must be kept straight.)

From — Hands on hips, Place!

(2) (a) Left (right) leg forward, Lunge!

(b) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Select from previous lessons.

*d* Breathing exercise.

**Lesson 22 Seventeenth and eighteenth weeks**1 *Relaxation*2 *Marching*3 *Exercise:*

a Postural exercise: Response commands.

(1) (a) Both arms, outward arm circles to arms behind the back.

(b) Position!

(2) (a) Left (right) leg left sideward, Lunge!

(b) Position!

(For full description, see previous lesson.)

Each two times.

b Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

c General exercise: Select from previous lessons.

d Breathing exercise.

**Lesson 23**

1 Triple test.

2 Make promotions.

3 Post class percentages.

**Lesson 24 Nineteenth and twentieth weeks**1 *Relaxation*2 *Marching*3 *Exercise:*

a Postural exercise: Response commands.

(1) (a) Outward arm circles to side horizontal, left (right) leg forward, Lunge!

(b) Position!

(2) (a) Outward arm circle to arm side horizontal left (right) leg, left (right) sideward, Lunge!

(b) Position!

Each two times.

b Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2

Each four times.



- c* General exercise: Select from previous lessons.
- d* Breathing exercise.

## GRADE 7 SECOND HALF YEAR

Lessons 1 to 13 inclusive are common to all grades. (See pages 54-60 for those lessons)

*Note: In these setting-up drills all the orders of preparation and command should be numbered 1, 2, or 1, 2, 3, 4, and not a, b, or a, b, c, d, as they appear here in the text.*

### Lesson 14 Seventh week

1 *Relaxation:* See lesson 1.

2 *Marching:* Countermarch left (right), March!

The head of the column turns and marches in the opposite direction. The rest follow when they arrive at the place of turning.

3 *Exercise:*

*a* Postural exercise: Response commands.

(1) (*a*) Arms sideward upward, Raise!

(*b*) Position!

From — Hands on hips, Place!

(2) (*a*) Left (right) leg, left (right) sideward, Lunge!

(*b*) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Stationary run.

*d* Breathing exercise: See lesson 5 *d*.

### Lesson 15 Eighth week

1 *Relaxation:* See lesson 1.

2 *Marching*

3 *Exercise:*

*a* Postural exercise: Response commands.

(1) (*a*) Arms forward upward and left (right) leg forward, Raise! (*Head erect!!*)

(*b*) Position!

From — Hands on hips, Place!

## (2) (a) Left (right) leg forward, Lunge!

This is the lunge of the fencer. Bring the leg lunging as far forward as possible until the knee is bent at nearly a right angle. The other leg should be straight and the toes of that foot slightly turned out. Both feet *flat* on the floor.

## (b) Position!

Each two times.

## b Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

c General exercise: Stationary hopping.

d Breathing exercise: See lesson 5 d.

## Lesson 16 Ninth week

1 *Relaxation*2 *Marching*3 *Exercise:*

a Postural exercise: Response commands.

(1) (a) Arms sideward upward and left (right) leg, left (right) sideward, Raise!

## (b) Position!

From — Hands on hips, Place!

(2) (a) Left (right) leg left (right) sideward, Lunge!

Step left (right) sideward as far as possible, bend left (right) knee, keep right (left) leg straight. Both feet *flat* on floor. Body very erect.

## (b) Position!

Each two times.

## b Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

c General exercise: Hop around room.

d Breathing exercise.

**Lesson 17 Tenth week****1 Relaxation****2 Marching****3 Exercise:**

*a* Postural exercise: Response commands.

(1) (*a*) Arms forward upward, left (right) leg forward, Lunge! (*Head erect!!*)

(*b*) Position!

(2) (*a*) Arms sideward upward, left (right) leg, left (right) sideward, Lunge!

(*b*) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Select from previous lessons.

*d* Breathing exercise.

**Lesson 18 Eleventh and twelfth weeks****1 Relaxation****2 Marching****3 Exercise:**

*a* Postural exercise: Response commands.

(1) (*a*) Arms forward upward and left (right) knee, Raise! (*Head erect!!*)

(*b*) Position!

From — Hands on hips, Place!

(2) (*a*) Left (right) knee and right (left) heel, Raise!

(*b*) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Select from previous lessons

*d* Breathing exercise.

## Lesson 19

- 1 Triple test.
- 2 Make promotions.
- 3 Post class percentages.

## Lesson 20 Thirteenth and fourteenth weeks

1 *Relaxation*2 *Marching*3 *Exercise:*

a Postural exercise: Response commands.

(1) (a) Arms backward and left (right) leg backward, Raise!

(b) Position!

From — Hands on hips, Place!

(2) (a) Left (right) leg backward and right (left) heel, Raise!

(b) Position!

Each two times.

b Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

c General exercise: Select from previous lessons.

d Breathing exercise.

## Lesson 21 Fifteenth and sixteenth weeks

1 *Relaxation*2 *Marching*3 *Exercise:*

a Postural exercise: Response commands.

(1) (a) Arms forward upward, left (right) knee, right (left) heel, Raise! (*Head erect!!*)

(b) Position!

(2) (a) Arms backward, left (right) leg backward, right (left) heel, Raise!

(b) Position!

Each two times.

b Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.



*c* General exercise: Select from previous lessons.

*d* Breathing exercise.

### Lesson 22 Seventeenth and eighteenth weeks

1 *Relaxation*

2 *Marching*

3 *Exercise:*

*a* Postural exercise: Response commands.

(1) (*a*) Arms sideward to finger tips on shoulders and left (right) knee, Raise!

(*b*) Position!

From — Hands on hips, Place!

(2) (*a*) Left (right) leg forward, Lunge!

(*b*) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Select from previous lessons.

*d* Breathing exercise.

### Lesson 23

1 Triple test.

2 Make promotions.

3 Post class percentages.

### Lesson 24 Nineteenth and twentieth weeks

1 *Relaxation*

2 *Marching*

3 *Exercise:*

*a* Postural exercise: Response commands.

(1) (*a*) Arms sideward upward to finger tips over head and left (right) leg backward, Raise!

(*b*) Position!

From — Hands on hips, Place!

(2) (*a*) Left (right) leg backward, Lunge!

The leg lunging backward is bent at the knee and the toes are turned *out*. The other leg is held straight. Both feet *flat* on the floor. Keep body very erect.

(*b*) Position!

Each two times.

**b Rhythmic exercise:**

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

**c General exercise:** Select from previous lessons.**d Breathing exercise.****GRADE 8 FIRST HALF YEAR**

Lessons 1 to 13 inclusive are common to all grades. (See pages 54-60 for lessons)

*Note: In these setting-up drills all the orders of preparation and command should be numbered 1, 2, or 1, 2, 3, 4, and not a, b, or a, b, c, d, as they appear here in the text.*

**Lesson 14 Seventh week****1 Relaxation:** See lesson 1.**2 Marching:** Countermarch left (right), March!

The head of the column turns and marches in the opposite direction. The rest follow when they arrive at the place of turning.

**3 Exercise:****a Postural exercise:** Response commands.

(1) (a) Arms sideward, finger tips on shoulders, left (right) leg forward, Lunge!

(b) Position!

(2) (a) Arms sideward upward, finger tips over head, left (right) leg backward, Lunge!

(b) Position!

Each two times.

**b Rhythmic exercise:**

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

**c General exercise:** Stationary run.**d Breathing exercise:** See lesson 5 d.

**Lesson 15 Eighth week**

1 *Relaxation*: See lesson 1.

2 *Marching*

3 *Exercise*:

*a* Postural exercise: Response commands.

(1) (*a*) Arms forward upward, Raise! (*Head erect!!*)

(*b*) Position!

From — Hands on hips, Place!

(2) (*a*) One-quarter turn left (right), left (right) leg forward, Step!

(*b*) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Stationary run.

*d* Breathing exercise: See lesson 5 *d*.

**Lesson 16 Ninth week**

1 *Relaxation*

2 *Marching*

3 *Exercise*:

*a* Postural exercise: Response commands.

(1) (*a*) Arms sideward, Raise!

(*b*) Position!

From — Hands on hips, Place!

(2) (*a*) One-quarter turn left (right), left (right) leg left (right) sideward, Step!

(*b*) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Vertical jumps (jump up and down; spring-board jumps).

*d* Breathing exercise.

**Lesson 17 Tenth week****1 Relaxation****2 Marching****3 Exercise:**

*a* Postural exercise: Response commands.

(1) (*a*) Arms forward upward, quarter turn left (right), left (right) leg forward, Step! (*Head erect!!*)

(*b*) Position!

(2) (*a*) Arms sideward, quarter turn left (right), left (right) leg, left (right) sideward, Step!

(*b*) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Vertical jumps around the room.

*d* Breathing exercise.

**Lesson 18 Eleventh and twelfth weeks****1 Relaxation****2 Marching****3 Exercise:**

*a* Postural exercise: Response commands.

(1) (*a*) Arms sideward to finger tips on shoulders and trunk forward, Bend!

(*b*) Position!

From — Hands on hips, Place!

(2) (*a*) Quarter turn left (right), left (right) sideward, Lunge!

(*b*) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Select from previous lessons.

*d* Breathing exercise.



**Lesson 19**

- 1 Triple test.
- 2 Make promotions.
- 3 Post class percentages.

**Lesson 20 Thirteenth and fourteenth weeks**

- 1 *Relaxation*
- 2 *Marching*
- 3 *Exercise:*

a Postural exercise: Response commands.

(1) (a) Arms sideward upward, to arched over head, finger tips touching top of head, trunk left (right) sideward, Bend!

(b) Position!

From — Hands on hips, Place!

(2) (a) Quarter turn left (right), left (right) sideward, Lunge!

(b) Position!

Each two times.

b Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

c General exercise: Select from previous lessons.

d Breathing exercise.

**Lesson 21 Fifteenth and sixteenth weeks**

- 1 *Relaxation*
- 2 *Marching*
- 3 *Exercise:*

a Postural exercise: Response commands.

(1) (a) Arms sideward, finger tips on shoulders, trunk forward, quarter turn left (right), left (right) sideward, Lunge!

(b) Position!

(2) (a) Arms sideward upward, finger tips on head, trunk left (right) sideward, quarter turn left (right). left (right) sideward, Lunge!

(b) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Select from previous lessons.*d* Breathing exercise.**Lesson 22 Seventeenth and eighteenth weeks**1 *Relaxation*2 *Marching*3 *Exercise:**a* Postural exercise: Response commands.(1) (a) Left (right) arm forward upward, right  
(left) arm backward, Raise!

(b) Position!

From — Hands on hips, Place!

(2) (a) Left (right) leg forward, Lunge!

(b) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Select from previous lessons.*d* Breathing exercise.**Lesson 23**

## 1 Triple test.

## 2 Make promotions.

## 3 Post class percentages.

**Lesson 24 Nineteenth and twentieth weeks**1 *Relaxation*2 *Marching*3 *Exercise:**a* Postural exercise: Response commands.(1) (a) Left (right) arm sideward upward, right  
(left) arm half sideward, Raise!

(b) Position!

From — Hands on hips, Place!

(2) (a) Left (right) leg sideward, Lunge!

(b) Position!

Each two times.

b Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

c General exercise: Select from previous lessons.

d Breathing exercise.

## GRADE 8 SECOND HALF YEAR

Lessons 1 to 13 inclusive are common to all grades. (See pages 54-60 for those lessons)

*Note: In these setting-up drills all the orders of preparation and command should be numbered 1, 2, or 1, 2, 3, 4, and not a, b, or a, b, c, d, as they appear here in the text.*

### Lesson 14 Seventh week

1 *Relaxation*: See lesson 1.

2 *Marching*: Countermarch left (right), March!

The head of the column turns and marches in the opposite direction. The rest follow when they arrive at the place of turning.

3 *Exercise*:

a Postural exercise: Response commands.

(1) (a) Left (right) arm forward upward, right (left) arm backward, left (right) leg forward, Lunge!

(b) Position!

This is the lunge of the fencer. Bring the leg as far forward as possible until the knee is bent at a right angle. The other leg should be straight and the toes of that foot slightly turned out. Both feet *flat* on the floor. Observe the same rules for a side lunge.

(2) (a) Left (right) arm sideward upward, right (left) arm half sideward, left (right) leg sideward, Lunge!

(b) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Stationary run.*d* Breathing exercise: See lesson 5 *d*.**Lesson 15 Eighth week***1* Relaxation: See lesson 1.*2* Marching*3* Exercise:*a* Postural exercise: Response commands.

(1) (a) Arms forward, Raise!

(b) Position!

From — Hands on hips, Place!

(2) (a) Rise on toes and deep knee, Bend!

(b) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Stationary run, knees up in front.*d* Breathing exercise: See lesson 5 *d*.**Lesson 16 Ninth week***1* Relaxation*2* Marching*3* Exercise:*a* Postural exercise: Response commands.

(1) (a) Arms sideward, Raise!

(b) Position!

From — Hands on hips, Place!

(2) (a) Rise on toes and deep knee, Bend!

(b) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Run around room.*d* Breathing exercise.



**Lesson 17 Tenth week**

1 *Relaxation*

2 *Marching*

3 *Exercise:*

a Postural exercise: Response commands.

(1) (a) Arms forward, deep knee, Bend!

(b) Position!

(2) (a) Arms sideward, quarter turn left (right) deep knee, Bend!

(b) Position!

Each two times.

b Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

c General exercise: Vertical jumps (jumping up and down; spring-board jumps).

d Breathing exercise.

**Lesson 18 Eleventh and twelfth weeks**

1 *Relaxation*

2 *Marching*

3 *Exercise:*

a Postural exercise: Response commands.

(1) (a) Arms forward upward, deep knee, Bend!

(Head erect!!)

(b) Arms sideward, left (right) leg forward, Lunge!

(c) Return to (1).

(d) Position!

Each two times.

b Rhythmic exercise:

Do "(1)" of postural exercise to count, 1-2-3-4.

c General exercise: Select from previous lessons.

d Breathing exercise.

**Lesson 19**

1 Triple test.

2 Make promotions.

3 Post class percentages.

**Lesson 20 Thirteenth and fourteenth weeks****1 Relaxation****2 Marching****3 Exercise:**

*a* Postural exercise: Response commands.

(1) (*a*) Arms sideward left (right) leg forward, Lunge!

(*b*) Arms upward, bring left (right) leg back and deep knee, Bend!

(*c*) Return to (*a*).

(*d*) Position!

Each two times.

*b* Rhythmic exercise:

Do "(1)" of postural exercise to count, 1-2-3-4.

*c* General exercise: Select from previous lessons.

*d* Breathing exercise.

**Lesson 21 Fifteenth and sixteenth weeks****1 Relaxation****2 Marching****3 Exercise:**

*a* Postural exercise: Response commands.

(1) (*a*) Arms forward upward and trunk left (right) sideward, Bend! (*Head erect!!*)

(*b*) Position!

From — Hands on hips, Place!

(2) (*a*) Jump to straddle and rise on toes, Jump!

(*b*) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Select from previous lessons.

*d* Breathing exercise.

**Lesson 22 Seventeenth and eighteenth weeks****1 Relaxation****2 Marching****3 Exercise:**

*a* Postural exercise: Response commands.

(1) (*a*) Arms sideward and trunk forward, Bend!

(*b*) Position!

From — Hands on hips, Place!

(2) (a) Jump to straddle and rise on toes, Jump!

(b) Position!

Each two times.

b Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

c General exercise: Select orders from previous lessons.

d Breathing exercise:

### Lesson 23

1 Triple test.

2 Make promotions.

3 Post class percentages.

### Lesson 24 Nineteenth and twentieth weeks

1 *Relaxation*

2 *Marching*

3 *Exercise:*

a Postural exercise: Response commands.

(1) (a) Arms sideward, trunk forward, straddle, Jump!

(b) Position!

(2) (a) Arms forward upward, trunk left (right) sideward, straddle, Jump! (*Head erect!!*)

(b) Position!

Each two times.

b Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

c General exercise: Select from previous lessons.

d Breathing exercise.

## SECONDARY SCHOOL: FIRST YEAR, BOTH TERMS

Lessons 1 to 13 inclusive are common to all grades. (See pages 54-60 for those lessons)

*Note: In these setting-up drills all the orders of preparation and command should be numbered 1, 2, or 1, 2, 3, 4, and not a, b, or a, b, c, d, as they appear here in the text.*

### Lesson 14 Seventh week

1 *Relaxation:* See lesson 1.

2 *Marching:* Countermarch, left (right), March!

The head of the column turns 180 degrees and marches in the opposite direction. The rest follow when they arrive at the place of turning.

**3 Exercise:**

*a* Postural exercise: Response commands.

(1) (a) Arms forward upward, straddle, Jump!

(b) Trunk left (right) sideward, Bend!

(c) Return to (a).

(d) Position!

Each two times.

*b* Rhythmic exercise:

Do "(1)" of postural exercise to count, 1-2-3-4.

Each four times.

*c* General exercise: Stationary run.

*d* Breathing exercise: See lesson 5 *d*.

**Lesson 15 Eighth week**

**1 Relaxation:** See lesson 1.

**2 Marching**

**3 Exercise:**

*a* Postural exercise: Response commands.

(1) (a) Arms sideward upward, Raise!

(b) Position!

From — Hands on hips, Place!

(2) (a) Trunk forward, Bend!

(b) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Stationary run, heels up behind.

*d* Breathing exercise: See lesson 5 *d*.

**Lesson 16 Ninth week**

**1 Relaxation**

**2 Marching**

**3 Exercise:**

*a* Postural exercise: Response commands.

(1) (a) Arms sideward upward, Raise!

(b) Position!

From — Hands on hips, Place!



(2) (a) Trunk sideward, Bend!

(b) Position!

Keep the trunk straight. Do not bend forward nor twist the trunk.

Each two times.

b Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

c General exercise: Stationary run, knees up in front.

d Breathing exercise.

### Lesson 17 Tenth week

1 *Relaxation*

2 *Marching*

3 *Exercise:*

a Postural exercise: Response commands.

(1) (a) Arms forward upward and trunk forward, Bend!

(b) Position!

(2) (a) Arms sideward upward and trunk sideward, Bend!

(b) Position!

Each two times.

b Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

c General exercise: Run around room.

d Breathing exercise.

### Lesson 18 Eleventh week

1 *Relaxation*

2 *Marching*

3 *Exercise:*

a Postural exercise: Response commands

(1) (a) Arms forward upward and trunk forward, Bend! (*Head erect!!*)

(b) Trunk backward, Bend!

(c) Return to (a).

(d) Position!

Two times.

*b* Rhythmic exercise:

(1) Do postural exercise to count, 1-2-3-4.

Four times.

*c* General exercise: Select from previous lessons.*d* Breathing exercise.**Lesson 19 Twelfth week**1 *Relaxation*2 *Marching*3 *Exercise:**a* Postural exercise: Response commands.(1) (*a*) Arms sideward, trunk forward, Bend!(*b*) Arms upward, trunk left (right) sideward,  
Bend!(*c*) Return to (*a*).(*d*) Position!

Two times.

*b* Rhythmic exercise:

Do postural exercise to count, 1-2-3-4.

Four times.

*c* General exercise: Vertical jumps (jump up and down; spring-board jumps).*d* Breathing exercise.**Lesson 20**

## 1 Triple test.

## 2 Make promotions.

## 3 Post class percentages.

**Lesson 21 Thirteenth week**1 *Relaxation*2 *Marching*3 *Exercise:**a* Postural exercise: Response commands.(1) (*a*) Arms forward upward, trunk forward, and straddle, Jump! (*Head erect!!*)(*b*) Position!(2) (*a*) Arms sideward upward, trunk left (right) sideward and straddle, Jump!(*b*) Position!

Two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Vertical jumps around room.

*d* Breathing exercise.

**Lesson 22 Fourteenth week**

1 *Relaxation*

2 *Marching*

3 *Exercise:*

*a* Postural exercise: Response commands.

(1) (*a*) Arms forward, straddle, Jump!

(*b*) Arms upward, trunk backward, feet together, Jump!

(*c*) Return to (*a*).

(*d*) Position!

Two times.

*b* Rhythmic exercise:

Do postural exercise to count, 1-2-3-4.

Four times.

*c* General exercise: Select from previous lessons.

*d* Breathing exercise.

**Lesson 23 Fifteenth and sixteenth weeks**

1 *Relaxation*

2 *Marching*

3 *Exercise:*

*a* Postural exercise: Response commands.

(1) (*a*) Arms sideward, trunk forward and straddle, Jump!

(*b*) Trunk left (right) sideward, Twist!

(*c*) Return to (*a*).

(*d*) Position!

Two times.

*b* Rhythmic exercise:

Do postural exercise to count, 1-2-3-4.

Four times.

*c* General exercise: Straddle jumps.

*d* Breathing exercise.

**Lesson 24 Seventeenth and eighteenth weeks**1 *Relaxation*2 *Marching*3 *Exercise:*

a Postural exercise: Response commands.

(1) (a) Arms forward upward, trunk forward, quarter turn left and straddle, Jump! (*Head erect!!*)

(b) Position!

(2) (a) Arms sideward upward, trunk left (right) sideward, quarter turn left and straddle, Jump!

(b) Position!

Two times.

b Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

c General exercise: Stride stand jumps (left foot forward, right foot backward, reverse, and continue).

d Breathing exercise.

**Lesson 25**

1 Triple test.

2 Make promotions.

3 Post class percentages.

**Lesson 26 Nineteenth and twentieth weeks**1 *Relaxation*2 *Marching*3 *Exercise:*

a Postural exercise: Response commands.

(1) (a) Arms forward, heels, Raise!

(b) Arms upward, trunk forward, straddle, Jump!

(c) Return to (a).

Two times.

b Rhythmic exercise:

Do postural exercise to count, 1-2-3-4.

Four times.

c General exercise: Select from previous lessons.

d Breathing exercise.



## SECONDARY SCHOOL: SECOND YEAR, BOTH TERMS

Lessons 1 to 13 inclusive are common to all grades. (See pages 54-60 for those lessons)

*Note: In these setting-up drills all the orders of preparation and command should be numbered 1, 2, or 1, 2, 3, 4, and not a, b, or a, b, c, d, as they appear here in the text.*

**Lesson 14 Seventh week**

1 *Relaxation:* See lesson 1.

2 *Marching*

3 *Exercise:*

a Postural exercise: Response commands.

(1) (a) Arms forward to hands on chest, trunk forward, straddle, Jump!

(b) Arms upward, jump to deep knee, Bend!

(c) Return to (a).

(d) Position!

Two times.

b Rhythmic exercise:

Do postural exercise to count, 1-2-3-4.

Four times.

c General exercise: Run around room.

d Breathing exercise: See lesson 5 d.

**Lesson 15 Eighth week**

1 *Relaxation:* See lesson 1.

2 *Marching*

3 *Exercise:*

a Postural exercise: Response commands.

(1) (a) Arms forward upward, left (right) leg, forward, Lunge! (*Head erect!!*)

This is the lunge of the fencer. Bring the leg as far forward as possible until the knee is bent at right angle. The other leg should be straight and the toes of that foot slightly turned out. Both feet *flat* on the floor. Observe the same rules for a side lunge.

(b) Position!

(2) (a) Arms sideward, trunk left (right) sideward, left (right) leg left (right) sideward, Lunge!

(b) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Vertical jumps (jump up and down; spring-board jumps).*d* Breathing exercise: See lesson 5 *d*.**Lesson 16 Ninth week***1* Relaxation*2* Marching: Countermarch, left (right), March!

The head of the column turns (180 degrees) and marches in the opposite direction. The rest follow when they arrive at the place of turning.

*3* Exercise:*a* Postural exercise: Response commands.(1) (*a*) Arms forward, left (right) knee upward, Raise!

(b) Arms upward, straighten left (right) knee.

(c) Return to (*a*).

(d) Position!

Two times.

*b* Rhythmic exercise:

Do postural exercise to count, 1-2-3-4.

Four times.

*c* General exercise: Stationary run.*d* Breathing exercise.**Lesson 17 Tenth week***1* Relaxation*2* Marching*3* Exercise:*a* Postural exercise: Response commands.(1) (*a*) Arms backward, left (right) leg backward, Stretch!

(b) Arms forward upward, left (right) leg forward, Swing!

(c) Return to (*a*).

(d) Position!

Two times.

*b* Rhythmic exercise:

Do postural exercise to count, 1-2-3-4.

Four times.

*c* General exercise: Straddle jumps.*d* Breathing exercise.**Lesson 18 Eleventh week***1* Relaxation*2* Marching*3* Exercise:*a* Postural exercise: Response commands.(1) (a) Arms forward upward, quarter turn left (right), left leg forward, Lunge! (*Head erect!!*)

(b) Position!

(2) (a) Arms sideward, trunk left (right) sideward, quarter turn left (right) and sideward left (right), Lunge!

Two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise; Stationary run, heels up behind.*d* Breathing exercise.**Lesson 19 Twelfth week***1* Relaxation*2* Marching*3* Exercise:*a* Postural exercise: Response commands.

(1) (a) Arms sideward to hands on shoulders, quarter turn left (right) left (right) leg, left (right) sideward, Step!

(b) Arms sideward, left (right) knee, Bend!

(c) Return to (a).

(d) Position!

Two times.

*b* Rhythmic exercise:

Do postural exercise to count, 1-2-3-4.

Four times.

*c* General exercise: Stationary run, knees up in front.*d* Breathing exercise.

**Lesson 20**

- 1 Triple test.
- 2 Make promotions.
- 3 Post class percentages.

**Lesson 21 Thirteenth week**

- 1 *Relaxation*
- 2 *Marching*
- 3 *Exercise:*

*a* Postural exercise: Response commands.

(1) (*a*) Arms forward, left (right) leg, Raise!

(*b*) Arms sideward, quarter turn left (right), left (right) leg left (right) and sideward, Lunge!

(*c*) Return to (*a*).

(*d*) Position!

Two times.

*b* Rhythmic exercise:

Do postural exercise to count, 1-2-3-4.

Four times.

*c* General exercise: Select from previous lessons.

*d* Breathing exercise.

**Lesson 22 Fourteenth week**

- 1 *Relaxation*
- 2 *Marching*
- 3 *Exercise:*

*a* Postural exercise: Response commands.

(1) (*a*) Arms backward and left (right) leg backward, Stretch!

(*b*) Arms forward upward and left (right) leg forward, Step! (*Head erect!!*)

(*c*) Return to (*a*).

(*d*) Position!

Two times.

*b* Rhythmic exercise:

Repeat the postural exercise to count, 1-2-3-4.

Four times.

*c* General exercise: Vertical jumps around room.

*d* Breathing exercise.



**Lesson 23 Fifteenth week**

1 *Relaxation*

2 *Marching*

3 *Exercise:*

*a* Postural exercise: Response commands.

(1) (*a*) Arms sideward, left (right) leg sideward,  
Raise!

(*b*) Position!

(2) (*a*) Arms upward, deep knee, Bend!

(*b*) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Vertical jumps in "straddle" position.

*d* Breathing exercise.

**Lesson 24 Sixteenth week**

1 *Relaxation*

2 *Marching*

3 *Exercise:*

*a* Postural exercise: Response commands.

(1) (*a*) Arms sideward upward and deep knee, Bend!

(*b*) Arms sideward, straighten knees and left  
(right) leg sideward, Raise!

(*c*) Return to (*a*).

(*d*) Position!

Two times.

*b* Rhythmic exercise:

Do postural exercise to count, 1-2-3-4.

Four times.

*c* General exercise: Vertical jumps in "straddle" around room.

*d* Breathing exercise.

**Lesson 25 Seventeenth and eighteenth weeks****1 Relaxation****2 Marching****3 Exercise:**

*a* Postural exercise: Response commands.

(1) (*a*) Hands on hips, left (right) leg forward, Step!

(*b*) Arms sideward, bring right (left) leg to left (right) leg and deep knee bend, Bend!

(*c*) Return to (*a*).

(*d*) Position!

Two times.

*b* Rhythmic exercise:

Do postural exercise to count, 1-2-3-4.

Four times.

*c* General exercise: Select from previous lessons.

*d* Breathing exercise.

**Lesson 26****1 Triple test.****2 Make promotions.****3 Post class percentages.****Lesson 27 Nineteenth and twentieth weeks****1 Relaxation****2 Marching****3 Exercise:**

*a* Postural exercise: Response commands.

(1) (*a*) Arms forward, left (right) leg forward, Raise!

(*b*) Arms upward, left (right) leg backward, Stretch! (*Head erect!!*)

(*c*) Return to (*a*).

(*d*) Position.

Two times.

*b* Rhythmic exercise:

Do postural exercise to count, 1-2-3-4.

Four times.

*c* General exercise: Select from previous lessons.

*d* Breathing exercise.

## SECONDARY SCHOOLS: THIRD YEAR, BOTH TERMS

Lessons 1 to 13 inclusive are common to all grades. (See pages 54-60 for lessons)

*Note: In these setting-up drills all the orders of preparation and command should be numbered 1, 2, or 1, 2, 3, 4, and not a, b, or a, b, c, d, as they appear here in the text.*

**Lesson 14 Seventh week**

1 *Relaxation:* See lesson 1.

2 *Marching:* Countermarch, left (right), March!

The head of the column turns (180 degrees) and marches in the opposite direction. The rest follow when they arrive at the place of turning.

3 *Exercise:*

a Postural exercise: Response commands.

(1) (a) Arms sideward, straddle, Jump!

(b) Trunk forward and left (right), Twist!

(Try to touch floor with right (left) hand, knees stiff.)

(c) Return to (a).

(d) Position!

Two times.

b Rhythmic exercise:

Do postural exercise to count, 1-2-3-4.

Four times.

c General exercise: Stationary run.

d Breathing exercise: See lesson 5 d.

**Lesson 15 Eighth week**

1 *Relaxation:* See lesson 1.

2 *Marching*

3 *Exercise:*

a Postural exercise: Response commands.

(1) (a) Arms backward and left (right) leg backward, Stretch!

(b) Arms forward upward and left (right) leg forward, Lunge!

(c) Return to (a).

(d) Position!

Two times.

*b* Rhythmic exercise:

Do postural exercise to count, 1-2-3-4.

Four times.

*c* General exercise: Run around room.

*d* Breathing exercise: See lesson 5 *d*.

**Lesson 16 Ninth week**

1 *Relaxation*

2 *Marching*

3 *Exercise:*

*a* Postural exercise: Response commands.

(1) (*a*) Arms forward upward, quarter left (right) turn, right (left) sideward, Lunge! (*Head erect!!*)

(*b*) Position!

(2) (*a*) Arms backward, left (right) leg backward, Lunge!

(*b*) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Heels up behind, stationary run.

*d* Breathing exercise.

**Lesson 17 Tenth week**

1 *Relaxation*

2 *Marching*

3 *Exercise:*

*a* Postural exercise: Response commands.

(1) (*a*) Left (right) arm backward, right (left) arm forward upward, left (right) leg backward, Lunge!

(*b*) Position!

(2) (*a*) Right (left) arm backward, left (right) arm forward upward, deep knee, Bend!

(*b*) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Select from previous lessons.

*d* Breathing exercise.



**Lesson 18 Eleventh week**

1 *Relaxation*

2 *Marching*

3 *Exercise:*

*a* Postural exercise: Response commands.

(1) (a) Arms sideward upward, hands on shoulders, left (right) leg, left (right) sideward, Step!

(b) Position!

(2) (a) Arms forward upward, heels raise and straddle, Jump! (*Head erect!!*)

(b) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

*c* General exercise: Stationary run, knees up in front.

*d* Breathing exercise:

**Lesson 19 Twelfth week**

1 *Relaxation*

2 *Marching*

3 *Exercise:*

*a* Postural exercise: Response commands.

(1) (a) Arms backward, left (right) leg backward, Lunge!

(b) Arms forward upward, quarter turn left (right), right (left) leg right (left) sideward, Lunge!

(c) Return to (a).

(d) Position!

Two times.

*b* Rhythmic exercise:

Do postural exercise to count, 1-2-3-4.

Four times.

*c* General exercise: Straddle jumps.

*d* Breathing exercise.

**Lesson 20**

1 Triple test.

2 Make promotions.

3 Post class percentages.

**Lesson 21 Thirteenth week****1 Relaxation****2 Marching****3 Exercise:**

*a* Postural exercise: Response commands.

(1) (*a*) Left (right) arm backward, right (left) arm forward upward, left (right) leg backward, Lunge!

(*b*) Reverse position of arms, step left (right) leg forward to right (left) leg and deep knee, Bend!

(*c*) Return to (*a*).

(*d*) Position!

Two times.

*b* Rhythmic exercise:

Do postural exercise to count, 1-2-3-4.

Four times.

*c* General exercise: Select from previous lessons.

*d* Breathing exercise.

**Lesson 22 Fourteenth week****1 Relaxation****2 Marching****3 Exercise:**

*a* Postural exercise: Response commands.

(1) (*a*) Arms sideward, left (right) leg forward, Lunge!

(*b*) Position!

(2) (*a*) Arms forward, left (right) leg, left sideward, Lunge!

(*b*) Position!

Each two times.

*b* Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

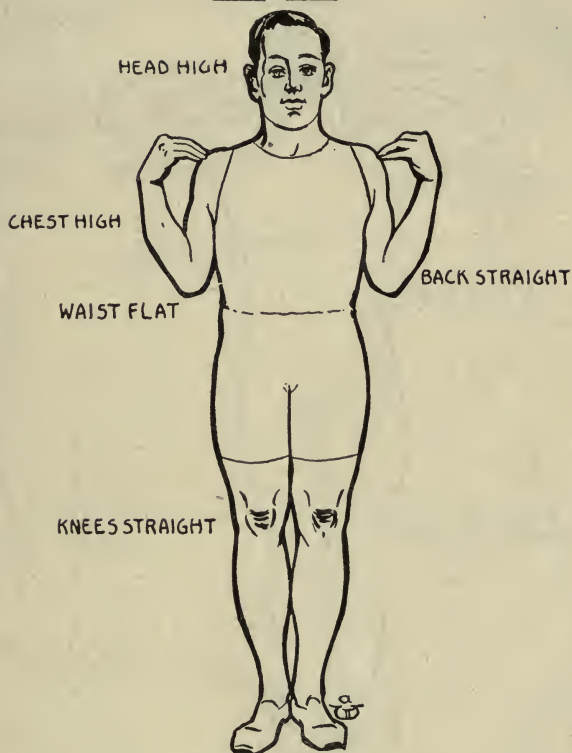
Each four times.

*c* General exercise: Vertical jump (jump up and down; spring-board jump).

*d* Breathing exercise.

**Lesson 23 Fifteenth week****1 Relaxation****2 Marching****3 Exercise:**

STAND TALL!



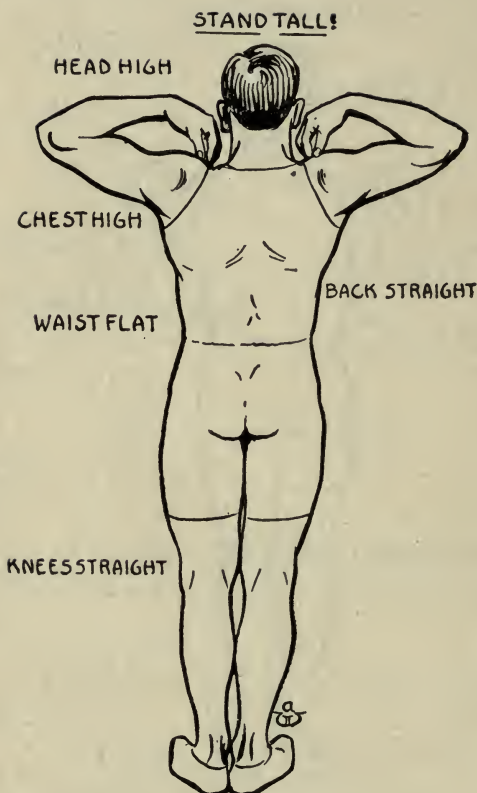
CORRECTIVE EXERCISES: (Elevation cues. To develop good posture.)

Placing hands at sides of shoulders, elbows down, Place!

The elbows should be pressed down close to the body (not back). Chest and head lifted, body straightened upward. In this position pupils should be given elevation cues. (See Lesson 1.)

This exercise has one elevated position. This is held from 3 to 7 seconds, while the teacher urges and the pupils work for elevation.

Position! Four or more times.



CORRECTIVE EXERCISES: (Elevation cues. To develop good posture.)

Hand on shoulders, Place!

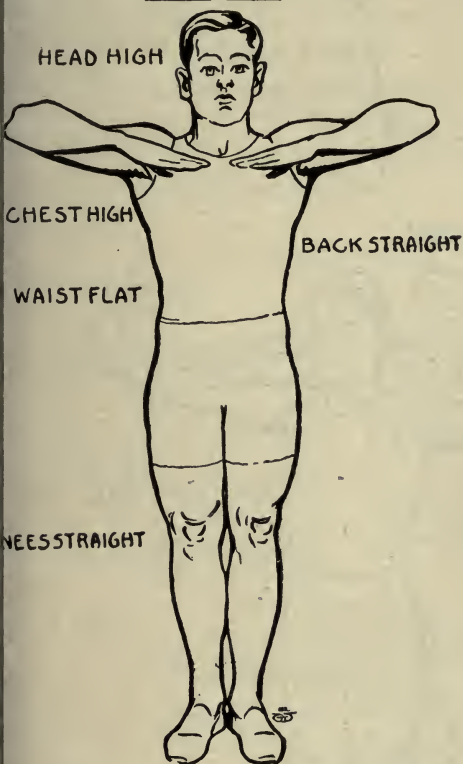
In this position the elbows are raised high; the hands are above the shoulders; the chest and head are raised; the body straightened upward. The teacher should use elevation cues and call for raising elbows and wrists.

This exercise has one elevated position. This is held from 3 to 7 seconds, while the teacher urges and the pupils work for elevation.

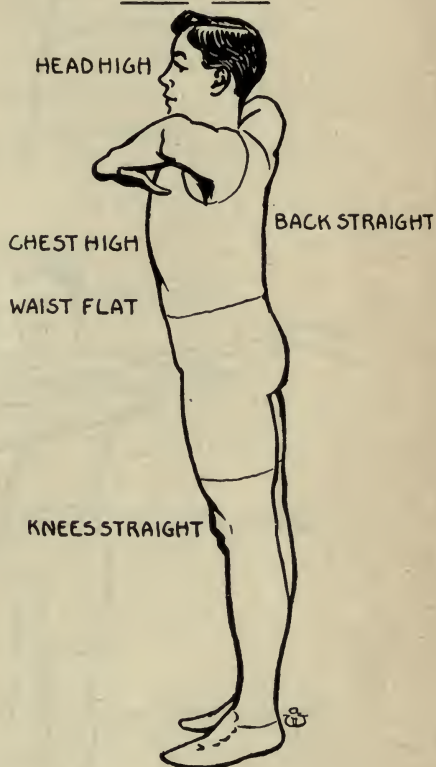
Position! Four or more times.



STAND TALL!



STAND TALL!



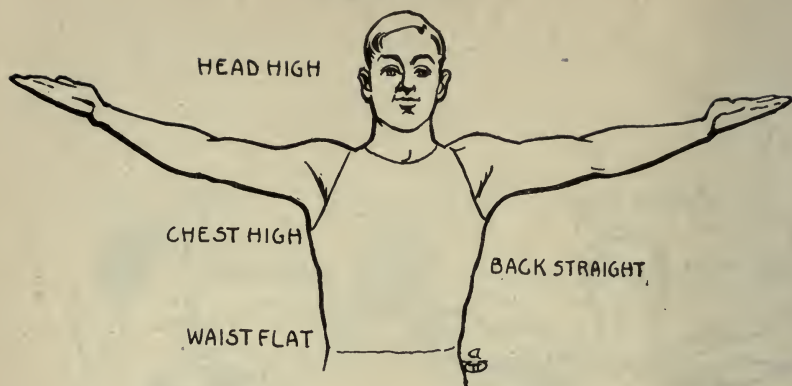
CORRECTIVE EXERCISE: (Elevation cues. To develop good posture.)

Bending arms at shoulder level, Bend! Use elevation cues.

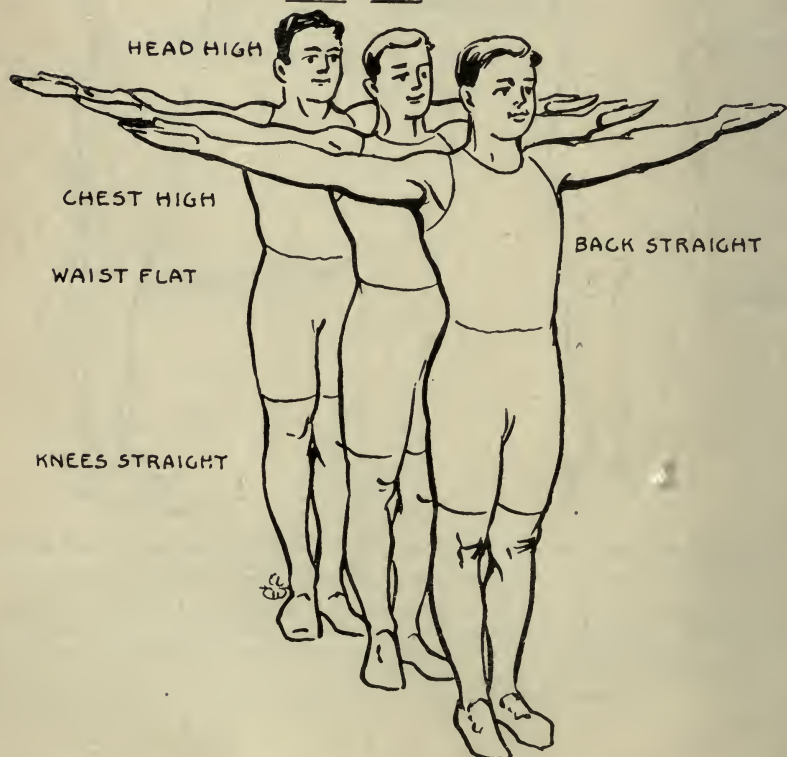
In this position, the hands are in front of shoulders, palms down, elbows lifted high (not back), carrying chest up, straightening spine. This exercise has one elevated position which is held from 3 to 7 seconds, while the teacher urges and the pupils work for elevation.

Position! Four or more times.

STAND TALL!



STAND TALL!



CORRECTIVE EXERCISES: (Elevation cues. To develop good posture.)

Raising arms sideways (palms up), Raise! Use elevation cues.

Hands height of eyes, palms upward and pressing upward (not backward) carrying chest up, straightening spine.

This exercise has one elevated position. This is held from 3 to 7 seconds, while the teacher urges and the pupils work for elevation.

Position! Four or more times.

a Postural exercise: Response commands.

(1) (a) Arms forward upward and heels, Raise!

(Head erect!!)

(b) Arms forward and deep knee, Bend!

(c) Return to (a).

(d) Position!

Two times.

b Rhythmic exercise:

Do postural exercise to count, 1-2-3-4.

Four times.

c General exercise: Vertical jumps around room.

d Breathing exercise.

#### Lesson 24 Sixteenth week

1 Relaxation

2 Marching

3 Exercise:

a Postural exercise: Response commands.

(1) (a) Arms forward upward, left (right) leg backward, Step! (Head erect!!)

(b) Position!

(2) (a) Arms sideward, bend trunk forward and left (right), Twist! Knees stiff. Try to touch floor with right (left) hand.

(b) Position!

Each two times.

b Rhythmic exercise:

(1) Do "(1)" of postural exercise to count, 1-2; 1-2.

(2) Do "(2)" of postural exercise to count, 1-2; 1-2.

Each four times.

c General exercise: Select from previous lessons.

d Breathing exercise.

#### Lesson 25 Seventeenth week

1 Relaxation

2 Marching

3 Exercise:

a Postural exercise: Response commands.

(1) (a) Arms forward and deep knee, Bend!

(b) Arms upward, and left (right) leg forward, Lunge! (Head erect!!)

(c) Return to (a).

(d) Position!

Two times.

**b** Rhythmic exercise:

Do postural exercise to count, 1-2-3-4.

Four times.

*c* General exercise: Select from previous lessons.

*d* Breathing exercise.

### Lesson 26 Eighteenth week

1 *Relaxation*

2 *Marching*

3 *Exercise:*

*a* Postural exercise: Response commands.

(1) (a) Arms sideward upward, hands on shoulders,  
left (right) leg left (right) sideward, Step!

(b) Arms upward, heels, Raise!

(c) Return to (a).

(d) Position!

Two times.

*b* Rhythmic exercise:

Do postural exercise to count, 1-2-3-4.

Four times.

*c* General exercise: Stride stand jumps.

*d* Breathing exercise.

### Lesson 27

1 Triple test.

2 Make promotions.

3 Post class percentages.

### Lesson 28 Nineteenth and twentieth weeks

1 *Relaxation*

2 *Marching*

3 *Exercise:*

*a* Postural exercise: Response commands.

(1) (a) Arms forward, deep knee, Bend!

(b) Arms sideward, left (right) leg, left (right)  
sideward, Lunge!

(c) Return to (a).

(d) Position!

Two times.



*b* Rhythmic exercise:

Do postural exercise to count, 1-2-3-4.

Four times.

*c* General exercise: Select from previous lessons.*d* Breathing exercise.

## SECONDARY SCHOOL: FOURTH YEAR, BOTH TERMS

Lessons 1 to 13 inclusive are common to all grades. (See pages 54-60 for those lessons)

*Note: In these setting-up drills all the orders of preparation and command should be numbered 1, 2, or 1, 2, 3, 4, and not a, b, or a, b, c, d, as they appear here in the text.*

## Lesson 14 Seventh week

1 *Relaxation*: See lesson 1.2 *Marching*: Countermarch left (right), March!

The head of the column turns (180 degrees) and marches in the opposite direction. The rest follow when they arrive at the place of turning.

3 *Exercise*:*a* Postural exercise: Response commands.

(1) (a) Arms forward, deep knee, Bend!

(b) Arms upward and straddle, Jump! (*Head erect!!*)

(c) Return to (a).

(d) Position!

Two times.

*b* Rhythmic exercise:

Do postural exercise to count, 1-2-3-4.

Four times.

*c* General exercise: Stationary run.*d* Breathing exercise: See lesson 5 *d*.

## Lesson 15 Eighth week

1 *Relaxation*: See lesson 1.2 *Marching*3 *Exercise*:*a* Postural exercise: Response commands.

(1) (a) Arms sideward upward, hands on shoulders, left (right) leg, left (right) sideward, Step!

(b) Swing arms between legs, trunk forward, Bend!

(c) Return to (a).

(d) Position!

Two times.

*b* Rhythmic exercise:

Do postural exercise to count, 1-2-3-4.

Four times.

*c* General exercise: Vertical jumps (jump up and down; spring-board jumps).

*d* Breathing exercise: See lesson 5 *d*.

### Lesson 16 Ninth week

1 *Relaxation*

2 *Marching*

3 *Exercise:*

*a* Postural exercise: Response commands.

(1) (a) Arms forward upward, left (right) leg forward, Lunge! (*Head erect!!*)

(b) Arms sideward, straighten left (right) knee, heels, Raise!

(c) Return to (a).

(d) Position!

Two times.

This is the lunge of the fencer. Bring the leg lunging as far forward as possible until the knee is bent at a right angle. The other leg should be straight and the toes of that foot slightly turned out. Both feet *flat* on the floor. Observe the same rules for a sideward lunge.

*b* Rhythmic exercise:

Do postural exercise to count, 1-2-3-4.

Four times.

*c* General exercise: Straddle jumps.

*d* Breathing exercise.

### Lesson 17 Tenth week

1 *Relaxation*

2 *Marching*

3 *Exercise:*

*a* Postural exercise: Response commands.

(1) (a) Arms forward upward, left (right) leg forward, Lunge!

(b) Arms downward behind back, half turn left on heels, bend trunk forward, right (left) knee, Bend!

(c) Return to (a).

(d) Position!

Two times.

*b* Rhythmic exercise:

Do postural exercise to count, 1-2-3-4.

Four times.

*c* General exercise: Stride stand jumps (bring left foot forward and right backward — reverse and repeat).

*d* Breathing exercise.

### Lesson 18 Eleventh week

1 *Relaxation*

2 *Marching*

3 *Exercise:*

*a* Postural exercise: Response commands.

(1) (a) Arms backward, left (right) leg forward, Lunge!

(b) Arms forward upward, left (right) leg backward, Stretch! (*Head erect!!*)

(c) Return to (a).

(d) Position!

Two times.

*b* Rhythmic exercise:

Do postural exercise to count, 1-2-3-4.

Four times.

*c* Select orders from previous lessons.

*d* Breathing exercise.

### Lesson 19 Twelfth week

1 *Relaxation*

2 *Marching*

3 *Exercise:*

*a* Postural exercise: Response commands.

(1) (a) Left (right) arm forward upward, right (left) arm downward backward, left (right) leg forward, Lunge!

(b) Reverse the position of the arms, half turn right (left) — facing rear — right knee, Bend!

(c) Return to (a).

(d) Position!

Two times.

*b* Rhythmic exercise:

Do postural exercise to count, 1-2-3-4.

Four times.

*c* General exercise: Vertical jumps around room.*d* Breathing exercise.**Lesson 20**

## 1 Triple test.

## 2 Make promotions.

## 3 Post class percentages.

**Lesson 21 Thirteenth week**1 *Relaxation*2 *Marching*3 *Exercise:**a* Postural exercise: Response commands.

(1) (a) Arms sideward, left (right) leg forward, Lunge!

(b) Arms upward, straighten left (right) leg, heels, Raise!

(c) Return to (a).

(d) Position!

Two times.

*b* Rhythmic exercise:

Do postural exercise to count, 1-2-3-4.

Four times.

*c* General exercise: "Criss-cross" jumps. (Jump upward cross legs, left over right, jump upward cross legs, right over left and repeat.)*d* Breathing exercise.**Lesson 22 Fourteenth week**1 *Relaxation*2 *Marching*3 *Exercise:**a* Postural exercise: Response commands.

(1) (a) Left (right) arm forward upward, right (left) arm downward backward, left (right) leg forward, Lunge!

(b) Reverse the position of the arms, left (right) leg backward, Lunge!

(c) Return to (a):

(d) Position!

Two times.



*b* Rhythmic exercise:

Do postural exercise to count, 1-2-3-4.

Four times.

*c* General exercise: Select from previous lessons.*d* Breathing exercise.**Lesson 23 Fifteenth week****1** *Relaxation***2** *Marching***3** *Exercise:**a* Postural exercise: Response commands.

(1) (*a*) Arms sideward, left (right) leg forward, Lunge!

(*b*) Arms upward, quarter turn left (right) on heels, straighten left (right) knee, trunk forward, Bend!

(*c*) Return to (*a*).

(*d*) Position!

Two times.

*b* Rhythmic exercise:

Do postural exercise to count, 1-2-3-4.

Four times.

*c* General exercise: Run around room.*d* Breathing exercise.**Lesson 24 Sixteenth week****1** *Relaxation***2** *Marching***3** *Exercise:**a* Postural exercise: Response commands.

(1) (*a*) Arms forward left (right) leg, Raise!

(*b*) Arms upward, quarter turn left (right), left (right) leg sideward, Lunge!

(*c*) Return to (*a*).

(*d*) Position!

Two times.

*b* Rhythmic exercise:

Do postural exercise to count, 1-2-3-4.

Four times.

*c* General exercise: Select from previous lessons.*d* Breathing exercise.

**Lesson 25 Seventeenth week**

1 *Relaxation*

2 *Marching*

3 *Exercise:*

*a* Postural exercise: Response commands.

(1) (a) Arms sideward, left (right) leg forward, Lunge!

(b) Arms upward, step forward with right (left) leg, and deep knee, Bend!

(c) Return to (a).

(d) Position!

Two times.

*b* Rhythmic exercise:

Do postural exercise to count, 1-2-3-4.

Four times.

*c* General exercise: Select from previous lessons.

*d* Breathing exercise.

**Lesson 26 Eighteenth week**

1 *Relaxation*

2 *Marching*

3 *Exercise:*

*a* Postural exercise: Response commands.

(1) (a) Arms forward upward, left (right) knee, Raise! (*Head erect!!*)

(b) Arms downward and backward, left (right) leg backward, Stretch!

(c) Return to (a).

(d) Position!

Two times.

*b* Rhythmic exercise:

Do postural exercise to count, 1-2-3-4.

Four times.

*c* General exercise: Straddle jump, raising arms side-ward upward.

*d* Breathing exercise.

**Lesson 27**

1 Triple test.

2 Make promotions.

3 Post class percentages.

**Lesson 28 Nineteenth week**

1 *Relaxation*

2 *Marching*

3 *Exercise:*

*a* Postural exercise: Response commands.

(1) (*a*) Arms forward, left (right) leg forward, right (left) knee, Bend!

(*b*) Arms upward, quarter left (right) turn, trunk left (right) sideward, left (right) leg sideward, Lunge!

(*c*) Return to (*a*).

(*d*) Position!

Two times.

*b* Rhythmic exercise:

Do postural exercise to count, 1-2-3-4.

Four times.

*c* General exercise: Select from previous lessons.

*d* Breathing exercise.

**Lesson 29 Twentieth week**

1 *Relaxation*

2 *Marching*

3 *Exercise:*

*a* Postural exercise: Response commands.

(1) (*a*) Arms sideward, left (right) leg sideward. Lunge!

(*b*) Arms upward, bring right (left) leg to left (right) leg, and deep knee, Bend! (*Head erect!!*)

(*c*) Return to (*a*).

(*d*) Position!

Two times.

*b* Rhythmic exercise:

Do postural exercise to count, 1-2-3-4.

Four times.

*c* General exercise: Select from previous lessons.

*d* Breathing exercise.

### Typical Setting-Up Drill

(Following largely Dr C. Ward Crampton's suggestions for use in all grades and all classes)

1 Ready for setting-up drill, Sit!

Pupils sit erect, feet flat on the floor.

Monitors open the windows.

2 Class, Stand!

Pupils stand alertly in the aisles at prescribed places.

Practise for brisk response.

NOTE: If it is necessary for pupils to go to other places to get more room, assign such places and thereafter give the command—To your places, March! Class—Halt! Give good posture commands.

3 Stretching. Hands on shoulders, Place! Full breath! Fist tight! Stretch!

The pupils bend to side and back and twist slightly, stretching the arms as they naturally would stretch when tired.

4 Marching about the room.

For Marching, Face!

Alternate lines face about so that each line may follow the other up and down the aisles. The first line on the right will cross the front of the room and go down the left side to the rear coming up the first aisle behind the pupils that stood in that aisle and follow them.

5 Postural exercise: (emphasize posture through "elevation cues" and through exercises done in response to command).

a Hands on shoulders, Place!

In this position the elbows are raised high; the hands are above the shoulders; the chest and head are raised; the body straightened upward. The teacher should use elevation cues (see below). This exercise has one elevated position. This is held from 3 to 7 seconds, while the teacher urges and the pupils work for elevation.

(See below for other postural exercises.)

b Exercises to response commands.

(1) Hands to toes — One!

(2) Hands at sides of shoulders — Two! (Caution, elbows at the side, not back.)



(3) Stretching arms upward, Three! (Very slightly forward.)

(4) Same as (2) — Four!

Repeat four times.

6 Rhythmic exercise:

Use exercise 5B to rhythmic commands, counting, “one” — “two” — “three” — “four” — and repeating.

Repeat 12 to 16 times.

(For additional rhythmic exercises, see below)

7 General exercise; see page 142.

8 Breathing:

*a* Breathing — In! Count 6; hold momentarily urging for full chest.

*b* Out! Count 4.

9 Class, Sit!

If pupils are not opposite their seats, they should be marched to their places, halted and seated on command.

### Additional Rhythmic Exercises for Typical Setting-Up Drill

A list from which the teacher may select exchange exercises varying the “typical” setting-up drill

*Directions:* These exercises should be taught on response until accuracy and exact execution are obtained. Then they should be done on rhythmic count until some preliminary muscular fatigue is reached, and breathing and pulse rate accelerated.

1 Hands on hips, Place!

(1) Bending trunk forward, touching toes (knees straight), One!

(2) Trunk erect, hands on hips, Two!

2 (1) Bending knees, raising arms sideward, One!

(2) Position, Two!

3 Hands on hips, Place!

(1) Bending trunk forward, touching toes (knees straight), One!

(2) Hands on hips, Two!

(3) Stretching arms sideward, Three!

(4) Hands on hips, Four!

4 Hands on hips, Place!

(1) Bending trunk forward, touching toes (knees straight), One!

- (2) Hands on hips, Two!
- (3) Stretching arms upward, Three!
- (4) Hands on hips, Four!
- 5 (1) Raising arms sideward upward, One!
- (2) Bending trunk forward, touching toes (knees straight), Two!
- (3) Trunk erect, arms forward upward, Three!
- (4) Lowering arms sideward downward, Four!
- 6 (1) Hands on shoulders, One!
- (2) Bending trunk forward, touching left foot, Two!
- (3) Same as (1), Three!
- (4) Position, Four!
- 7 (1) Raising arms sideward upward, One!
- (2) Bending trunk sideward, Two!
- (3) Trunk erect, Three!
- (4) Lowering arms sideward downward, Four!
- 8 (1) Raising arms forward upward with heels raising, One!
- (2) Lowering arms sideward with knees bending, Two!
- (3) Stretching knees and raising arms upward, Three!
- (4) Position, Four!
- 9 (1) Jumping to stride, bending arms forward, One!
- (2) Bending trunk forward, (touching floor, knees straight), Two!
- (3) Trunk erect, bending arms forward, Three!
- (4) Jump to position, Four!
- 10 (1) Placing left foot sideward, raising arms sideward, One!
- (2) Bending trunk sideward left, Two!
- (3) Trunk erect, Three!
- (4) Position, Four! Same right.
- 11 (1) Placing left foot sideward, bending arms upward, One!
- (2) Bending trunk sideward left, stretching arms sideward, Two!
- (3) Trunk erect, bending arms upward, Three!
- (4) Position, Four! Same right.
- 12 (1) Placing left foot sideward, hands on shoulders, One!
- (2) Twisting trunk sideward left, Two!
- (3) Twisting trunk forward, Three!
- (4) Position, Four! Same right.
- 13 Hands on shoulders, Place!
- (1) Bending trunk sideward left, stretching arms sideward, One!

- (2) Trunk erect, hands on shoulders, Two!
  - (3) Stretching arms upward, Three!
  - (4) Placing hands on shoulders, Four! Same right.
- 14 Hands on hips, Place!
- (1) Deep knee bending, touching hands to toes, One!
  - (2) Stretching knees, hands to hips, Two!
  - (3) Thrusting arms upward (look up), Three!
  - (4) Hands on hips, Four!
- Vary sequence for drill in alertness and quick reaction.  
Deep knee bending, hands to toes; stretching knees,  
hands on hips; arms upward, Position!
- 15 Springing feet sideways, hands at sides of shoulders, Spring!  
or Place!
- (1) Bending left knee, touching right hand beyond left foot,  
left arm up and back, One!
  - (2) Hands at sides of shoulders, Two!
  - (3) Stretching arms upward, Three!
  - (4) Hands at sides of shoulders, Four! Same right. Alternate at once.
- 16 (1) Charging sideward left, hands on shoulders, One!
- (2) Stretching arms sideward, Two!
  - (3) Same as (1), Three!
  - (4) Position, Four!
- 17 (1) Touching hands to left foot, bending left knee, One!
- (2) Trunk erect, stretching left knee, hands at sides of  
shoulders, Two!
  - (3) Thrusting arms sideways, hands height of eyes, palms  
up, Three!
  - (4) Hands at sides of shoulders, Four!
- Same to the right. Alternate.
- Vary sequence for drill in alertness and quick reaction.  
Hands to left foot, bending left knee; trunk erect, hands  
at sides of shoulders; arms sideways.
- 18 (1) Charging left foot sideward, bending arms forward,  
One!
- (2) Bending trunk forward, stretching arms sideward, Two!
  - (3) Same as (1), Three!
  - (4) Position, Four!
- 19 (1) Deep knee bending, touching hands to toes, One!
- (2) Stretching knees, hands on shoulders, Two!
  - (3) Circling arms overhead, Three!



(4) Hands on shoulders, Four!

Vary sequence for drill in alertness and quick reaction.  
Deep knee bending, hands to toes; stretching knees,  
hands on shoulders; circling arms overhead.  
Position!

**General Rhythmic Exercises for Typical Setting-Up Drill**

A list from which the teacher may select exchange exercises varying the  
"typical" setting-up drill

**Hopping:**

- (1) On right foot, sixteen counts.
- (2) On left foot, sixteen counts.
- (3) Alternating two counts on each foot.
- (4) Same with raising foot across opposite knee.
- (5) 32 count hopping.

**Running:**

- (6) In place.
- (7) In place with knees high.
- (8) In place with heels raised backwards.
- (9) In place with stiff knees, feet raised forward.
- (10) Through the aisles or around the room.

**Skipping:**

- (11) Forward.

**Jumping:**

- (12) Stride stand.
- (13) Sideward.
- (14) Spring-board.
- (15) Stiff knees.
- (16) Side and cross.
- (17) Sideward with arms raising sideways.

**Galloping:**

- (18) Forward left foot leading.
- (19) Forward right foot leading.
- (20) Sideward left foot leading.
- (21) Sideward right foot leading.

**Displacements or rocking steps:**

- (22) Single forward.
- (23) Single sideward.
- (24) Double forward.
- (25) Double sideward.

NOTE: It is best not to change the exercise too frequently but to get the effects of general exercise from movements that are well known.



### Exercises and Elevation Cues for Posture

Suggestions to be used in connection with the "typical" setting-up drill

To get good posture it is necessary for the pupils to know from experience the exact positions desired in response to elevation cues. These are always to be used while the static contraction is held for the purpose of lifting and straightening the body. They should be given with meaning, vigor and discrimination.

The following are the best:

Head, Up!	Lift the head!
Chest, Up!	Lift the chest!
Waist, Flat!	Stretch the knees!
Weight, Forward!	Stretch the ankles!
(if necessary).	Stand tall!

The teacher should note with great care the posture of each pupil and determine what improvement is necessary.

Each pupil should be informed of his defects and shown how to correct them.

This requires constant practice and much individual attention. Every formal exercise should start and finish in the correct standing position.

Good posture without rigidity should be constantly maintained.

Additional exercise for the emphasis of good posture. These may be used in place of the exercise given in the typical drill.

*Raising Arms Sideways (Palms Up)*, Raise! Use elevation cues.

Hands height of eyes, palms upward and pressing upward (not backward) carrying chest up, straightening spine.

This exercise has one elevated position. This is held from 3 to 7 seconds, while the teacher urges and the pupils work for elevation.

Position! Four or more times.

*Bending Arms at Shoulder Level*, Bend! Use elevation cues.

Hands in front of shoulders, palms down, elbows lifted high (not back), carrying chest up, straightening spine.

This exercise has one elevated position. This is held from 3 to 7 seconds, while the teacher urges and the pupils work for elevation.

Position! Four or more times.

*Hands on Shoulders*, Place!

In this position the elbows are raised high, the hands are above the shoulders; the chest and head are raised; the body

straightened upward. The teacher should use elevation cues and call for raising elbows and wrists.

This exercise has one elevated position. This is held from 3 to 7 seconds, while the teacher urges and the pupils work for elevation.

Position! 4 or more times.

*Placing Hands at Sides of Shoulders, Elbows Down, Place!*

The elbows should be pressed down close to the body (not back). Chest and head lifted, body straightened upward.

In this position pupils should be given elevation cues.

This exercise has one elevated position. This is held from 3 to 7 seconds, while the teacher urges and the pupils work for elevation.

Position! Four or more times.





ARDONIA RURAL SCHOOL

A one-room school with a vision. Ardonia builds its own





5 OF PLATTEKILL  
 apparatus, and Ardonia uses that apparatus summer and winter.



## PHYSICAL TRAINING D

### Supervised Recreation

**Immediate requirement.** A minimum of sixty minutes a week, preferably in two periods of thirty minutes each. In those schools in which there are no gymnasiums or other adequate space provisions, recreational activities may be selected for use in the classroom, school yard, or other available school space and may be distributed in shorter periods through the week, either in the regular schedule, or in morning or afternoon recesses.

**Additional requirement.** On or before September 1, 1917, a minimum of three additional hours a week in supervised recreation will be required in all schools. This provision may be met either in the school program or by equivalents accepted from the home or community activities of the child. In all schools in which there is adequate space and equipment, the minimum recreational requirement after September 1, 1917, will be four hours a week. Three of these four hours may be satisfied by equivalents accepted from the home or community activities of the child or they may be covered in the regular sessions of the school. One of these four hours in supervised recreation must be covered in the regular program of the school, either as a part of the schedule, or in morning or afternoon intermissions.

**Available forms of recreation.** The forms of recreation available for use in the schools or by children outside the schools will vary in different communities. It may be said in general, however, that all schools will be able to use games, group dancing, athletics and various types of home or community projects, in which the child will find profitable recreational activity. It will be necessary for the school authorities in any given community to decide upon the type or types of recreational activity that they may emphasize to the greatest benefit of their children. The State Department of Education and the State Military Training Commission may be consulted in case their advice is needed.

**Space and equipment.** The space and equipment necessary in any given school will depend somewhat upon the program devised for that particular school. As a rule, schools have far too little space for physical exercise indoors and outdoors. Every school

ought to have adequate exercising halls and playgrounds. The minimum school field or playground should contain, roughly, four acres.

It is suggested that the selection of recreational equipment in each school be left to the teacher in charge of that activity. The minimum need of such a teacher may include part or all of the following: basketballs, volley balls, soccer footballs, gas balls, playground balls, playground bats (indoor baseball and bats) tennis balls, hand balls, bean bags and quoits or horseshoes. Naturally, the number and variety of these play pieces used will depend on the size of the school and the diversity of the play program adopted by the teacher in charge.

An enterprising group of school children will easily construct additional apparatus and other equipment for recreational and athletic use, provided the teacher supplies the initiative and direction.

### **Games, Play, Athletics and Home and Community Recreational Projects**

#### *General Instructions*

**The uses of play.** This division of the physical training requirement in the State of New York is emphasized because wisely directed play has a powerful influence on the physical, mental and moral health of the school child. Furthermore, the character of the instruction and direction of our children in their play today will have much to do with their physical, mental and moral standards as citizens in the community tomorrow. Our present obligation is therefore obvious.

Play that is wisely organized and effectively supervised will produce and conserve health; counteract fatigue; make children — and adults — happy; arouse interest; sharpen the wits; overcome awkwardness; develop strength, endurance and bodily control; and secure obedience, ready response, respect for rules and regulations, orderly conduct, courtesy, self-restraint, self-control, love of fair play and the habit of playing fair, loyalty, honesty, sense of justice and a sociable spirit. Health habits — physical, mental and moral — are formed through play.

The first games selected should be games already known to the children. New games should be added from time to time. Continue using a game as long as it proves interesting. Return to it now and then during the term. Permit the children to decide for themselves what games they will play, ordinarily.



If your class is large enough, group your children so that all will be occupied with some play actively. Select certain children to act as leaders of groups. Try out the most promising children for leaders. Stimulate competition for the honor of being "a leader."

Form your play groups with reference to the age, sex and physical condition of the players and the demands of the game to be played. Some games may be played by persons of all ages and both sexes. Other games have age limitations; some, sex limitations; and others may be played only by young adults in good physical condition.

Assign children with weak hearts, or who are otherwise organically disqualified, to quiet games, that is, to games in which there is at most only moderate muscular activity or mental excitement. With the advice of the physician, games may be found which are safe for any child able to go to school. Weak children are more frequently hurt by too little exercise than by too much.

Do your best to achieve in your school the highly important results which are possible with the right kind of play. The success of the plan depends on you.

Get some play yourself. It will be just as good for you as it will be for the children. Play with them. They will like you better for it. Your dignity will not suffer and your influence will grow.

See that all your children play and that they are happy in their play. Learn their moods and motives so that you may be more sympathetic and helpful. The better you understand, the greater will be the possibility of your success.

The teacher of the one-room school and the teacher in larger schools with mixed grades, will select recreational exercises from the various divisions of this syllabus that more nearly fit the pupils in the school concerned. In many such schools it will be possible to divide the class into two or more groups for setting-up drills and various forms of supervised recreation. Each group should be made up of three or four or more individuals somewhat alike in age and strength. The teacher should then select one pupil in each group who with some special instruction may serve as a leader for his group in setting-up drills, games, competitions, and so on.

In case such a division of the class is not practical, the teacher may select drills and games that may be used by the whole class. The more elementary setting-up drills should be used first. Games

may be played that have been found interesting to the particular school community concerned. The list in this syllabus contains the names of games "for players from kindergarten age to adult and for both large and small numbers."

The rural school teacher will find it both interesting and profitable to search for games and recreational activities that fit into local conditions of agricultural life. The use of objects, terms and methods familiar to country life may be appropriately emphasized in rural districts. Such games as "The farmer in the dell," "The potato race" and "Corn stringing" contests, have a special appeal. The teacher will know others and may have occasion to invent new recreational activities with play values specially applicable to rural life.

"The best method of teaching a game is to make a full explanation of it before the pupils take their places to play. If this be in a schoolroom, illustrative diagrams may often be drawn on the blackboard, and it is sometimes helpful, there or elsewhere, to have a few pupils go slowly (not running) through the general form of the game, to illustrate it to the others. In a playground the same method may be used by having the players sit, if that be feasible, or by halting them in a march or after gymnastic exercises, to listen to the explanation. Never try to teach and play a game at the same time. The only exception to this rule should be where there is a large and disorderly crowd with which to deal. Then it may occasionally be best to start a game to gain interest and attention, and then halt for further explanation.

"It often becomes necessary for the sake of discipline and unity to unite all the players in a playground in one game. Comparatively few games, however, are successful when played by very large numbers. Classes may often be brought into order and attention by the simple device of marching, the march to end in one game for all the players, or several games in groups.

"An indication that too many players are taking part in a game is almost invariably to be found in a lack of interest on the part of the players, arising usually from the infrequency with which each player gets an opportunity to participate. The ultimate test of any game, however, from the recreative standpoint must be one of interest, and this is often found among players who are not participating in the action if competition be close. A teacher should watch closely for waning interest, and may often save the situation by dividing the players into two or more groups.



"A resourceful teacher will find many ways of adapting games to large numbers. Among such devices may be mentioned (1) increasing the number of runners and chasers; for instance, in the game of cat and rat, there may be several cats and several rats; (2) in the circle games of simple character, especially the singing games, the circle may be duplicated, thus having two concentric circles, one within the other; (3) in many ball games it will be found possible to put more than one ball in play, as in bombardment or circle club bowls.

"Group play, by which is meant the division of a large number of players into smaller squads or groups, is undoubtedly the best method for getting the best sport and the greatest playing values out of most games. Such a division of players is not always an easy matter to inaugurate, untrained players being inclined to follow the teacher from point to point in the playground. This may be obviated by appointing group leaders, each of whom should understand the game to be played and be appointed to take charge of it. Older children, and almost invariably the children who are disorderly or inclined to disturb the general harmony and discipline of the playground, are the best ones to charge with such responsibility. This method serves the double purpose of quelling their disorderly propensities by occupying them in a position of responsibility, and takes care of a group of players at the same time. When the group method is used in schools, it is advisable to appoint the leaders of the groups, or allow the children to elect them, before leaving the classroom for the playground. 2

"The choice of games to be played should be left to a vote or suggestion of the players. The teacher's function in this regard is to suggest, not to dictate. In schools, this choice may generally best be made in the classroom, before a class goes to the playground.

"A teacher should be ready with suggestions for new games or occupation of some sort when interest wanes in a game that is being played; but a new game should not be suggested until there is evidence that players are tired of the old one.

"Each playground leader or teacher should be provided with a whistle. This saves a great deal of strain on the voice, and should be understood from the outset to command instant quiet, all play to be suspended when it is heard. The most joyous play goes always with the best discipline. Both children and adult players like strength and decision in a teacher or leader. Indeed, they instinctively place themselves under the leadership of the decided and

dominant characters among themselves. It has been the experience of the author that discipline in schools is greatly helped by the playing of games, partly because the privilege of play or its loss is one of the strongest incentives to order at other times, but also because of the happy outlet afforded for normal tendencies and the disciplinary training of the games themselves.

"Get the playing values out of games. By this is meant, see that every child gets as much opportunity as possible for participation in the actual physical exercise of the game and in all the phases of play that make him a successful, alert, resourceful player. The result of this and the test of it will be the amount of interest and sport in the games. *Do not make the games too serious. Get laughter and frolic out of them.*

"Encourage timid pupils to give dares and to take risks. No class of players needs more sympathetic or tactful understanding and help from a teacher than the timid. Such children often suffer greatly through their shyness. They should first be brought into play in some form of game that does not make them conspicuous; one, for instance, in which they do what all the other players do, or merely take turns (such as "call ball," object-passing games and relays). Such children should be encouraged by praise of their successful efforts, and especial care should be taken not to call attention to their failures.

"See that the selfish or most capable children do not have the lion's share of the play; the opportunities should be equally distributed. It is often necessary for a teacher to distinguish between self-assertiveness, which is a natural phase of the development of the sense of individuality, or selfishness and "bullying," which are exaggerated forms of the same tendency. Both may need repression and guidance, but only the latter are reprehensible.

"Encourage each pupil to be alert to see when it is his turn and to be quick in play. Every game should be a sense-training game, developing power for quick perception of external stimuli and quick and expert reaction to such stimuli.

"In chasing games, encourage interesting chases, the runner to take unexpected turns and dodges, making capture difficult. The shortest distance between two points for a chase often makes a dull game, devoid of sport.

"Young players will need to be helped to use reason and judgment in games, as to when to run risks of capture, how to attack the opponent's weakest point, etc.



“Do not treat children as though they were made of glass and fear to see them tumble down. Every child, boy or girl, ought to be able to bear a few falls, knocks and bruises. This is nature's way of training a child to be more observant or agile. Besides, physical hardihood is one of the best possible results from the playing of games. Do not coddle a child who has received an injury. Cultivate a stoic spirit. If it be a slight injury, have the child go on with his play and he will soon forget it. If it require treatment of any sort, take the player at once away from the playground or vicinity of the other players and apply first-aid remedies until medical assistance can be obtained.

“Team play is one of the highest forms of play. The teacher should look for the beginning of the tendency toward it as shown in a fondness for the play of opposing groups, manifest from ten to twelve years of age. This tendency should be encouraged and developed into more closely organized types of team games. The greatest value of team play lies in the cooperation of the players, all working together for a common end, a player's thought and effort being to do what is best for his team rather than to use his skill for individual glory.

“The number and difficulty of rules and regulations governing a game go through a steady increase as children grow older. The games for very little children have practically no rules except the following of turns in rotation. Later come such games as those in which a player's turn comes only on a given signal, and it is a foul to start before this signal, as in relay races. Many other types of rules appear as the games progress. These reach their culmination in ball games where, amid the excitement of a game, a player must exercise heedfulness and restraint in the method of playing upon a ball, the range of movement allowed from a given base, and many other points.

“A teacher should understand clearly that the inhibitive power of the will necessary for the observation of rules is a slow and late development, and that its training by means of rules is one of the most important educational features in the use of games. Players should therefore not be expected to take part in a game that is much beyond their power in this regard. A teacher should not announce a rule unless sure that it is reasonable to expect the players to observe it. Having announced a rule, however, enforce it to the full extent. To condone the infringement of a rule is equivalent to a lie in its injury to the moral nature of a player. It

is a weak-willed teacher who does not enforce rules. Players will respect far more a strict disciplinarian than a weak one. Every player who infringes a rule should suffer the full penalty therefor. Only by such means can there be trained the strength of will to avoid such infringement in the future, for it should be repeated that such infringements are not always the result of intentional cheating. They indicate very often an undeveloped power of will, and the teacher should be able to discriminate between the sneaking cowardice that would win unfairly and mere lack of power. Both causes, however, should lead to the same result of suffering the full penalty for any infringement of rules.

“Teach players to play to win — with all their might. But with this cultivate a sense of honor. Have them realize that any victory not earned strictly by their own merits or those of their team is a disgrace rather than a cause for congratulation. No better opportunity can ever be found for inculcating the knowledge that to be trusted is far greater than to be praised. A player should scorn rewards not based on merit, and should be led to feel that a defeat resulting from an honest trial of strength is an honorable defeat; that the real issue is as much concerned with the amount of effort put forth as with the comparative results of it measured with some other player. A defeated player should be led to recognize and do honor to the prowess of his adversary, and so to congratulate him honestly. A sense of superior power should never degenerate into gloating over a defeated adversary or into contempt for his weaker ability. Many thrilling examples of honest mutual admiration between victor and vanquished may be gleaned from the history of warfare, as when Grant handed back the sword of surrender to Lee.

“In athletic games players should learn that to question or dispute the decision of judges or other officials presiding over games is thoroughly unsportsmanlike and a species of dishonor. Having once placed themselves under officials, decisions must be accepted without cavil at the time. The natural desire to learn how a decision was reached in an athletic event must be held in check until the judges have opportunity to announce fouls or other features of scoring that determine the result. It should always be borne in mind, by both players and coaches, that the officials, who are each concentrating on some one feature of the play, know what happens far more accurately than the general observer. It is also thoroughly unsportsmanlike, and counts as a foul, disqualifying a



player, if he receive directions or coaching of any sort from an instructor during a contest.

*"Floor formation.* The terms 'formation' and 'floor formation' are commonly used to designate the placing of players in the playground and gymnasium in the lines, circles, groups or opposing sides, necessary for the starting of a game. To accomplish this disposition of the players quickly and without confusion requires a clear knowledge of methods on the part of the teacher. Some methods are here offered, but before giving them in detail a word should be said of the differing psychological effects of the various formations.

"The circle or ring formation has a pronounced tendency toward a spirit of unity among players. Each player may see and become somewhat acquainted with all other players in a group, in a way not practicable in any other formation. Any one who has met strangers at a dinner party or committee meeting gathered at a round table will comprehend the significance of this. In the kindergarten this principle is used largely, each day's exercise opening with the pupils in a circle. A game in circle formation is therefore often one of the best means of making acquainted players who are strangers to one another, and of giving a sense of united interest to a heterogeneous group.

"The sense of being united in a common interest, or *esprit de corps*, may be gained to some extent in some general forms of playground activities such as marching. As children grow into the tendency to enjoy group or team play, the competitive spirit becomes very strong, and games in which the players work in competitive teams, as in relay races, or in opposing sides, as in bombardment, may serve the purpose of continuous mutual interest. As a rule, the competitive spirit is strong in games in the line and group formations and, indeed, is usually the basis of such formations.

"For all formations pupils should be trained to move quickly. Formations made from marching order may often be done on the double-quick.

*"Ring formation.* For *small numbers* of players no formal procedure is needed to get the players into a ring formation. For very little children the teacher should simply stretch his or her own hands sideways, taking a child by either hand to show what is wanted, and telling the others to form a circle. All will naturally clasp hands in the same way. Children should be urged to move

quickly for such formations. For some games the hands remain clasped. For others the hands are dropped (unclasped) after the ring is formed. The distance between players may be gauged by the stretch of the arms when the hands are clasped, making the ring larger or smaller. With older players the teacher's participation in the formation of the circle is not necessary, the mere command to 'Form circle!' being adequate.

"For *large numbers* the ring formation is best achieved from a line standing in single file. The players should march or run, the leader of the file describing a circle and joining hands with the rear player of the file, all the others joining hands similarly with their neighbors.

"*Concentric circles.* Where players are to be placed in two circles, one within the other, as in three deep, zigzag ball, or some of the singing games for large numbers, players should march in a column of twos (two by two), and the leaders should describe a circle until the ends meet. All then face inward.

"Another method of forming concentric circles is to form a single circle, and have every alternate player step inward. Or the players may number off by twos, and those bearing the odd (or even) numbers take one or two steps toward the center of the circle. All numbering-off methods, however, are comparatively slow.

"*Opposing teams or lines.* For assigning large numbers of players quickly in opposing teams or lines, the following methods are among the most orderly:

"*a* The players 'fall in' for a march in single file. They march up the center of the room or ground; the first player turns to the right and the next to the left, and so on alternately, taking stations at the sides of the ground; they are thus separated into two opposing groups, those which turn to the right forming one group or team, and those to the left another.

"This method is even quicker if players march in columns of twos or fours, alternate ranks turning to alternate sides.

"*b* Players may be required to march in columns of twos (two abreast), halt, and those in one file of the column step to one side of the playground instead of marching to the front and separating, as in *a*, and those in the other file to the opposite side.

"Where an even division of running ability, or height for catching balls, is necessary, players should be sized when lining up for either of the above methods.



"c When players in a gymnasium, playroom or playground have already been numbered for gymnastic purposes, the odd numbers may be directed to one end of the playground to form one team, and the even numbers to the opposite end for the other team.

*Group formations.* To get players into many small groups, a division may often best be made from the marching formations. Players may be brought for this purpose into columns of four or more (marching four abreast), halted, and each file in turn directed to some particular location in the playground.

"Where time is not a consideration, or the number of players is smaller, more deliberate methods of counting out, choosing sides, etc., may be used."

(The paragraphs quoted above are from Jessie H. Bancroft, "Games for the Playground, Home, School and Gymnasium.")

### Group Games, Arranged by Grades

#### *Suggestions specially emphasized*

1 The only game that is worth while is the game that is interesting.

2 Teach one game at a time and teach it thoroughly.

3 Know the rules yourself and teach them to the children.

4 Play one game until it begins to lose its interest or has accomplished its purpose.

5 Too many new games at a time may mean that none of them will be learned thoroughly or played well.

6 Ordinarily, let the children decide on what games they will play.

7 Teach games for the good there is in them. On your method of instruction depends the quality and the quantity of physical, mental, moral and social education your pupils achieve. Keep your ideals in mind while you are teaching!

8 All children should play. The teacher should know each child's limitations and possibilities and should place him where he will play best.

9 Be sympathetic, kind, firm and resourceful — and play yourself.

10 Segregate boys and girls in the secondary schools and in the seventh and eighth grades in the elementary school.

# LISTS OF GAMES AND OTHER ACTIVITIES FROM WHICH THE SCHOOL MAY MAKE APPROPRIATE SELECTIONS FOR CLASS USE

## Games for Elementary Schools (from Bancroft)

This grading of the games for schools indicates the lowest grade in which, on an average, a game is found to be suitable, its use being intended in any succeeding grade also.

For description of games, teacher may consult books listed in the references in this syllabus.

### 1A First year (first half), (6-7 years old)

<i>Playground</i>	<i>Schoolroom</i>
Duck dance, the	Cat and mice
Itisket, itasket	Changing seats—I
Jack be nimble	Did you ever see a lassie
Kitty white	Good morning
Looby loo	Hide the thimble
Muffin man	Jack be nimble
Mulberry bush	Looby loo
Railroad train	Muffin man
Ringmaster	Mulberry bush
Round and round went the gallant ship	Railroad train
Slap jack	Ringmaster
Snail	Slap jack
Squirrel in trees	Squirrel and nut
	Squirrel in trees

### 1B First year (second half), (6-7 years old)

<i>Playground</i>	<i>Schoolroom</i>
Charley over the water	Circle seat relay
Crossing the brook	Crossing the brook
Did you ever see a lassie	
Do this, do that	Do this, do that
Farmer in the dell	Farmer in the dell
Jacob and Rachel	Huckle, buckle, bean stalk
Kaleidoscope	Kaleidoscope
Leaves are green	
Lost child, the	Lost child, the
Round and round the village	Round and round the village
Teacher and class	Teacher and class

**2A Second year (first half), (7-8 years old)***Playground*

Bird catcher, the  
Buying a lock

Cat and rat  
Hand ball drill — I (elementary)  
Moon and morning stars  
Midnight  
Oats, peas, beans  
Puss in the circle  
Ring call ball  
Wee bologna man

*Schoolroom*

Automobile race  
Bird catcher, the  
Buying a lock  
Hand over head bean bag  
Hand ball drill — I (elementary)  
Oats, peas, beans  
Wee bologna man

**2B Second year (second half), (7-8 years old)***Playground*

Bean bag board  
Center catch ball  
Circle ball  
Drop the handkerchief  
Flowers and the wind, the  
Frog in the middle

Hunting  
Let the feet go tramp  
Letting out the doves  
London bridge

*Schoolroom*

Bean bag and basket relay  
Bean bag board  
Changing seats  
Drop the handkerchief  
Fox and squirrel  
Letting out the doves  
London bridge  
Simon says

**3A Third year (first half), (8-9 years old)***Playground*

Bean bag circle toss  
Bean bag ring throw  
Center base  
Draw a bucket of water

Have you seen my sheep?  
Hill dill  
Hopping relay race

I say, "Stoop!"  
Nuts in May  
Puss in a corner  
Single relay race  
Tommy Tiddler's ground

*Schoolroom*

Bean bag circle toss  
Bean bag ring throw  
Draw a bucket of water  
Have you seen my sheep?  
Hopping relay race

I say, "Stoop!"  
Line ball  
Puss in a corner

Water sprite

**3B Third year (second half), (8-9 years old)***Playground*

Bean bag box  
 Ball chase  
 Call ball  
 Chinese chicken  
 Dodgeball (informal)  
 Follow chase  
 Follow the leader  
 Fox trail, single rim

*Schoolroom*

Bean bag box  
  
 Chinese chicken  
  
 Flower match  
 Follow the leader  
 Horns

Jumping rope—I  
 Lame fox and chickens

*Playground*

Line zigzag  
 Prisoners base—I  
 Shadow tag  
 Shuttle relay  
 Stoop tag

*Schoolroom*

Line zigzag  
 Old man tag  
  
 Schoolroom tag  
 Tag the wall relay  
 Weathercock

Who goes round my stone wall?

**4A Fourth year (first half), (9-10 years old)***Playground*

All-up relay  
 Animal chase  
 Arch ball

*Schoolroom*

All-up relay  
  
 Arch ball

Bag pile

Bag pile

Corner spry

Corner spry

Farmer is coming, the

Guess who

Guess who

Naughts and crosses

Home tag

Hunt the fox

Slap catch

Roley poley

Target toss

Slap catch

Vaulting seats

Stealing sticks

Target toss



**4B Fourth year (second half), (9-10 years old)**

*Playground*

*Schoolroom*

Bear in the pit  
Bunch of ivy

Balloon ball  
Blackboard relay

Captain ball — 2 or 3  
Catch the cane  
Catch of fish  
Criss-cross goal  
Cross tag

Catch the cane  
Criss-cross goal

High windows  
Hunt, the

Home run

Leapfrog race

Leaf by leaf

Numbers change

Thimble ring

*Playground*

*Schoolroom*

Pass ball relay  
Potato race, 151 or 152 or Potato  
shuttle relay  
Step

Observation  
Potato race  
Tip tap toe

**5A Fifth year (first half), (10-11 years old)**

*Playground*

*Schoolroom*

Arch goal ball

Basketball distance throw  
Club snatch

Buzz  
Blackboard relay

Drive ball  
Dumb-bell tag  
Fire on the mountains  
Fox trail, double rim

Dumb-bell tag  
Going to Jerusalem

Japanese tag  
Jumping rope — 2  
Leader and footer

Kaleidoscope  
My lady's toilet  
(See also Spin the platter)

Over and under relay

Over and under relay  
Scat  
Schoolroom dodgeball

Stride ball  
Third slap  
Triple change  
Wall ball drill

**5B Fifth year (second half), (10-11 years old)***Playground*

Ball puss  
 Balloon goal  
 Baste the bear  
 Black Tom  
 Circle dodgeball  
 Hound and rabbit  
 How many miles to Babylon?

Kaleidoscope

Passing race  
 Pebble chase  
 Stone

Three deep

(See also Third man and last man)

Wood tag

*Schoolroom*

Ball puss

Balloon goal

Blackboard relay

Cat party

Jump the bean bag

Kaleidoscope

Last man

Leaf by leaf

Passing race

Toss ball

**6A Sixth year (first half), (11-12 years old)***Playground*

Ball stand  
 Body guard  
 Double dodgeball  
 Every man in his own den  
 Fist ball  
 Garden scamp

Jumping rope — 3

Last couple out

Line zigzag — 2 or 3

Partner tag

Prisoner's base — 2, 3 or 4

Skin the goat

*Schoolroom*

Beast, bird or fish

Blackboard relay

Catch basket

Desk relay

Hands up, hands down

London

Recognition

Spin the platter

(See also My lady's toilet)

Vaulting relay

**6B Sixth year (second half), (11-12 years old)***Playground*

Barley break  
 Center club bowls  
 Chickidy hand  
 Curtain ball  
 Progressive dodgeball  
 Duck on a rock

*Schoolroom*

Blackboard relay race

Schoolroom dodgeball



PART OF VILLAGE SCHOOL RECREATIONAL PROVISION AT EAST  
BLOOMFIELD



ANNUAL SCHOOL FESTIVAL OF MILFORD, OTSEGO COUNTY





ROCHESTER SCHOOL PLAY FESTIVAL: 200 TEACHERS AND 5000





STILLWATER SCHOOL PICNIC, 1916



CONTESTANTS IN THE MEET OF THE PUBLIC SCHOOL ATHLETIC LEAGUE  
OF ROCKLAND COUNTY, MAY 15, 1915

*Playground*

Football tag  
Hand football  
Indian club race  
Jumping relay race  
Jump the shot  
Old woman from the wood  
(See also Trades)

Red lion  
Round ball  
Sun dial  
Stake guard

*Schoolroom*

Find the ring  
Jumping relay race  
Old woman from the wood  
(See also Trades)  
Round ball  
Zoo

**7A Seventh year (first half), (12-13 years old)**

*Playground*

Black and white  
Bombardment

Fence tag

Keep moving

Oyster shell  
Poison

Rolling target  
Saddle the nag  
Slipper slap

Third man

*Schoolroom*

"B" game  
Blackboard relay  
Black and white

Keep moving  
Last man

Nimble squirrel

Slipper slap

**7B Seventh year (second half), (12-13 years old)**

*Playground*

Corner ball  
Dumb crambo  
Emperor ball  
Forcing the city gates  
Fox and geese  
Hand ball drill—2  
Line club bowls, double  
Mount ball  
Odd man's cap

*Schoolroom*

Bend and stretch relay  
Dead ball  
Dumb crambo  
Line club bowls, double  
Literary lore



<i>Playground</i>	<i>Schoolroom</i>
Pass and toss relay (single line)	
Pinch-o	
Volley ball	Schoolroom volley ball
Wand tug of war	
Whip tag	
Zigzag overhead toss	Up, Jenkins!

### 8A Eighth year (first half), (13-14 years old)

<i>Playground</i>	<i>Schoolroom</i>
All run	Blackboard relay
Battle ball	
Catch and pull tug of war	
Chinese chicken	Cross questions
Circle race	Hen roost
Circle relay	Minister's cat, the
Line zigzag — 3	
Maze tag	
Nine-court basket ball	Overtake
Overtake	
Poison snake	
Round ball	Schoolroom captain ball
Square ball	
War	Sketches

### 8B Eighth year (second half), (13-14 years old)

<i>Playground</i>	<i>Schoolroom</i>
Bound ball	Author's initials
Boundary ball	Blackboard relay race
Chinese wall	Crambo
Circle club bowls	
Circle zigzag	Double relay race
Double relay race	
Japanese crab race	Line club bowls, single
Line club bowls, single	
Master of the ring	
Pass and toss relay (double line)	
Pig in a hole	Prince of Paris
Stool ball	
Tossing wands	
Wand race	Wand race



### Games for High Schools (Bancroft)

For the playground or exercising hall. A few of these games may be played in the schoolroom.

This list of high school games is far from exhaustive. A large percentage of those listed for the elementary grades will be found suitable for high schools.

#### *Miscellaneous Active Games*

All-up relay	Jump the shot
Bull in the ring	Last couple out
Bung the bucket	Leader and footer
	Leapfrog race
Catch and pull tug of war	
Circle race	Master of the ring
Circle relay	Maze tag
Club snatch	
Contests for two	Odd man's cap
	Oyster shell
Double relay race	
Duck on a rock	Partner tag
Dumb-bell tag	Pebble chase
	Pinch-o
Every man in his own den	Poison
	Potato shuttle relay
Follow the leader	Prisoner's base — 1, 2, 3, 4, 5
Forcing the city gates	
Fortress	Saddle the nag
Fox and geese	Shuttle relay
Fox trail, double rim	Single relay race
	Skin the goat
Hand tag	Slipper slap
Home tag	Stake guard
Hound and rabbit	Stealing sticks
	Three deep
Indian club race	(See also Third man)
	Tossing wands
Japanese tag	Tree party
Japanese crab race	Triple change
Jumping rope — 1	
Jumping rope — 2	Wand race
Jumping rope — 3	Whip tag
Jumping relay race	Wood tag

#### *Ball Games*

All run	Ball puss
	Ball stand
Ball chase	Basket ball distance throw
Balloon ball	Battle ball

Bombardment	Mount ball
Bound ball	
Boundary ball	Nine-court basketball
Call ball	Over and under relay
Captain ball—1	Progressive dodgeball
Captain ball—2	Pig in a hole
Captain ball—3	Progressive captain ball
Center club bowls	
Circle club bowls	
Corner ball	Round ball
Curtain ball	
Dodgeball	Square ball
Double corner ball	Stool ball
Drive ball	Stride ball
Emperor ball	Ten trips
	Tether ball
Fist ball	Volley ball
Football tag	
Hand football	Wall ball drill
Hand ball drill—2	War
Line club bowls (single)	Zigzag overhead toss
Line club bowls (double)	(See also Circle zigzag, Line zigzag — 2, 3)

### Games for Playgrounds, Gymnasiums, and Large Numbers (Bancroft)

The term "playground" is here used to designate a general outdoor play space of liberal area. The open country or a village would be just as suitable for many of the games, though with few exceptions they may be played in limited territory. With the exception of the hide-and-seek games almost all are equally suitable for both playground and gymnasium. The list includes games for players from kindergarten age to adults, and for both large and small numbers.

#### Miscellaneous Active Games

All-up relay	Bear in the pit
Animal blind man's buff	Bird catcher
Animal chase	Black and white
Arrow chase	Black Tom
	Blind bell
Barley break	Blind man's buff
Baste the bear	Body guard

Bull in the ring  
Bunch of ivy  
Bung the bucket  
Buying a lock

Cat and rat  
Catch and pull tug of war  
Catch of fish  
Catch the cane  
Cavalry drill  
Centipede  
Charley over the water  
Chickadee-dee  
Chicken market  
Chickidy hand  
Chinese chicken  
Chinese wall  
Circle race  
Circle relay  
Clam shell combat  
Club snatch  
Cock stride  
Cross tag  
Crossing the brook

Do this, do that  
Double relay races  
Drop the handkerchief  
Duck on a rock  
Dumb-bell tag

Every man in his own den  
Exchange

Farmer is coming, the  
Fence tag  
Fire on the mountains  
Flowers and the wind, the  
Follow chase  
Follow the leader  
Forcing the city gates  
Fortress  
Fox and geese  
Fox trail, double rim  
Fox trail, single rim  
French tag  
Frog in the middle

Garden scamp  
Going to Jerusalem  
Good morning

Guess who  
Gypsy

Hang tag  
Have you seen my sheep?  
Hide and seek  
Hide the thimble  
High windows  
Hill dill  
Hip  
Home tag  
Hopping relay race  
Hound and rabbit  
How many miles to Babylon?  
Huckle, buckle, bean stalk  
Hunt, the  
Hunt the fox  
Hunt the slipper

Indian club race  
I say, "Stoop!"  
I spy

Jack be nimble  
Jacob and Rachel  
Japanese crab race  
Japanese tag  
Johnny ride a pony  
Jumping relay race  
Jumping rope — 1  
(small single rope)  
Jumping rope — 2  
(one large rope)  
Jumping rope — 3  
(two large ropes)  
Jumping rope — 4  
(large and small ropes)  
Jump the shot

Kaleidoscope

Lady of the land  
Lame fox and chickens  
Last couple out  
Leader and footer  
Leapfrog  
Leapfrog race  
Letting out the doves  
Lost child, the

Master of the ring  
Maze tag

- Menagerie  
 Midnight  
 Moon and morning stars  
 Mother, may I go out to play?  
 Mother, mother, the pot-boils over  
 My lady's toilet  
  
 Numbers change  
  
 Odd man's cap  
 Old buzzard  
 Old woman from the wood  
 Oyster shell  
  
 Par  
 Partner tag  
 Pebble chase  
 P'inch-o  
 Pitch pebble  
 Poison  
 Poison snake  
 Pom Pom pull-away  
 Potato race  
 Potato shuttle relay  
 Potato spoon race  
 Prisoner's base  
 Prisoner's base — 1  
 Prisoner's base — 2  
 Prisoner's base — 3  
 Prisoner's base — 4  
 Prisoner's base — 5  
 Puss in a corner  
 Puss in the circle  
  
 Railroad train  
 Red lion  
 Relay races:  
     All-up relay  
     Circle relay  
     Double relay  
     Potato races  
     Shuttle relay  
     Single relay  
 Ring-a-lievio  
 Ringmaster  
 Robbers and soldiers  
 Rolling target  
 Round and round went the gallant  
     ship  
 Run, sheep run  
  
 Saddle the nag  
 Sardines  
 Seeking for gold  
 Shadow tag  
 Shuttle relay  
 Single relay race  
 Skin the goat  
 Skyte the Bob  
 Slap catch  
 Slap Jack  
 Slipper slap  
 Smuggling the geg  
 Spanish fly  
 Spans  
 Spin the platter  
 Spooning  
 Squirrel in trees  
 Stage coach  
 Stake guard  
 Stealing sticks  
 Step  
 Still pond, no more moving  
 Stone  
 Stoop tag  
 Sun dial  
  
 Tag games  
 Ten steps  
 Thimble ring  
 Third man  
 Third slap  
 Three deep  
 Tommy Tiddler's ground  
 Tossing wands  
 Trades  
 Tree party  
 Triple change  
 Tug of war  
     (See Catch and pull tug of war  
         and wand tug of war)  
  
 Under the cuckoo's nest  
  
 Wand race  
 Wand tug of war  
 Water sprite  
 Wee bologna man, the  
 Who goes around my stone wall?  
 Wolf  
 Wood tag



### Team Games (as distinguished from specialized athletics)

When it is reasonably possible, teams should be organized within classes for the school term or for the school year. These teams should be fairly evenly matched and their membership should be relatively permanent. Each team should have its captain chosen for the term or the year. Real teams, particularly in the seventh and eighth grades and beyond, will give a basis for interesting intramural competitions (competitions within the school) in which team play, team honor, competitive courtesy and sportsmanly ideals may be developed. They make possible a valuable training in obedience, cooperation and orderly conduct and may develop loyalty, friendships and leadership.

Intramural competitions escape many of the evils of extramural athletics, such as newspaper notoriety, large expense, sharp business methods and professional athletic ideals and practices. (See also discussion of "mass athletics" below.)

Among the games best suited for intramural competitions are: baseball, indoor baseball, long ball, tennis, volley ball, hockey, soccer and baseball. There are in addition numerous ordinary track and field events which appeal to older boys and girls.

### Group Dances

#### *For Elementary Schools (Crampton)*

#### *For the Exercising Hall or Playground*

	GRADES
The Chimes of Dunkirk.....	1-2
Tailor's Dance.....	1-2
Danish Dance of Greeting.....	1b
I See You .....	1-4
The Carrousel .....	1-4
German Clap Dance .....	1-4
Shoemaker's Dance .....	2a
The Rill I.....	2-5
Children's Polka (Kinderpolka).....	2b
Vineyard Dance .....	3
English Harvesters Dance .....	3 ab
Tantoli .....	4 ab
Lassies' Dance I. (Kulldansen).....	4 ab
Nixie Polka (Nigarelpolska).....	4 ab
Nickodickomdij .....	4-6

	GRADE
Washing Song and Game.....	4-6
Chain Dance .....	4-6
Swedish Clap Dance (Klappdans).....	5 ab
Bleking .....	5 ab
Finnish Reel .....	5 ab
The Irish Jig .....	5-8
Csardas .....	5-8
Reap the Flax .....	5-8
Rheinlander .....	5-8
Fryksdalspolska .....	6a
Norwegian Mountain March .....	6 ab
Highland Schottische .....	6 ab
German Hopping Dance .....	6 ab
Lassies' Dance II. (Kulldansen).....	6-8
A Russian Dance (Komarinskaja).....	6-8
Mondanet Maganak .....	6-8
The Rill II.....	6-8

*May also be used in secondary schools*

Hop, Mother Annika (Hopp Mor. Annika).....	7 ab
Swedish Ring Dance.....	7 ab
Ace of Diamonds .....	7 ab
The Irish Lilt .....	7 ab
The Oxen Dance (Oxdansen).....	8 ab
Highland Fling .....	8 ab
Laudnum Bunches .....	7-8
Russian Cossack Dance .....	7-8
Swedish Polka (Fjällnaspolska).....	7-8
Stuyvesant Dance .....	7-8

## Group Dances for Various Ages and for Various Playgrounds

*(From Elizabeth Burchenal)*

**From Book 1**

*Dances suitable for grass playgrounds*

<b>Ace of Diamonds, The (Danish)</b>	Laudnum Bunches (English)
Carrousel (Swedish Singing Game)	Ma's Little Pigs (Swedish Singing Game)
Dance of Greeting (Danish)	
First of May, The (Swedish Singing Game)	May-pole Dance (English)
Fjällnaspolska (Swedish)	Mountain March (Norwegian)
Grandma's Old Sparrow (Swedish Singing Game)	Oxdansen (Swedish)
I See You (Swedish Singing Game)	Reap the Flax (Swedish)
Kull-Dansen (Swedish Singing Game)	Shoemakers' Dance (Danish)
	Tarantella (Italian)
	Tailor's Dance (Swedish Singing Game)

*Dances suitable for playgrounds with dirt surface.*

Ace of Diamonds, The (Danish)	Ma's Little Pigs (Swedish Singing Game)
First of May, The (Swedish Singing Game)	May-pole Dance (English)
Fjällnåspolska (Swedish)	Oxdansen (Swedish)
Kull-Dansen (Swedish Singing Game)	Reap the Flax (Swedish)
Laudnum Bunches (English)	Shoemakers' Dance (Danish)

*Dances suitable for indoor playgrounds*

Ace of Diamonds, The (Danish)	Kull-Dansen (Swedish Singing Game)
Carrousel (Swedish Singing Game)	Laudnum Bunches (English)
Csárdás (Hungarian)	Ma's Little Pigs (Swedish Singing Game)
Csárdás No. 2	May-pole Dance (English)
Dance of Greeting (Danish)	Mountain March (Norwegian)
First of May, The (Swedish Singing Game)	Oxdansen (Swedish)
Foursome Reel (Scotch)	Reap the Flax (Swedish)
Fjällnåspolska (Swedish)	Shoemakers' Dance (Danish)
Grandma's Old Sparrow (Swedish Singing Game)	Strašák (Bohemian)
Highland Fling (Scotch)	Tailors' Dance (Swedish Singing Game)
I See You (Swedish Singing Game)	Tarantella (Italian)
Jig (Irish)	Washing the Clothes (Swedish Singing Game)
Kamarinskaia (Russian)	
Komarno (Bohemian)	

*Dances suitable for small children.*

Ace of Diamonds, The (Danish)	Ma's Little Pigs (Swedish Singing Game)
Carrousel (Swedish Singing Game)	May-pole Dance (English)
Csárdás (Hungarian)	Mountain March (Norwegian)
Dance of Greeting (Danish)	Oxdansen (Swedish)
First of May, The (Swedish Singing Game)	Reap the Flax (Swedish)
Grandma's Old Sparrow (Swedish Singing Game)	Shoemakers' Dance (Danish)
I See You (Swedish Singing Game)	Strašák (Bohemian)
Komarno (Bohemian)	Tailors' Dance (Swedish Singing Game)

Washing the Clothes (Swedish Singing Game)

*Dances suitable for larger boys*

Csárdás No. 2	Komarno (Bohemian)
Foursome Reel (Scotch)	Laudnum Bunches (English)
Jig (Irish)	Morris Dance (English)
Kamarinskaia (Russian)	Oxdansen (Swedish)



## Tarantella (Italian)

*Dances suitable for larger girls:*

Ace of Diamonds, The (Danish)	Komarno (Bohemian)	
Carrousel (Swedish Singing Game)	Kull-Dansen (Swedish Game)	Singing
Csárdás (Hungarian)		
Csárdás No. 2	Lassie-Dance (Swedish Game)	Singing
First of May, The (Swedish Singing Game)	Laudnum Bunches (English)	
Foursome Reel (Scotch)	May-pole Dance (English)	
Fjällnäspolska (Swedish)	Mountain March (Norwegian)	
Highland Fling (Scotch)	Reap the Flax (Swedish)	
I See You (Swedish Singing Game)	Shoemakers' Dance (Danish)	
Jig (Irish)	Strašák (Bohemian)	
Kamarinskaia (Russian)	Tarantella (Italian)	

*Dances suitable for adults*

Ace of Diamonds, The (Danish)	Komarno (Bohemian)	
Csárdás (Hungarian)	Kull-Dansen (Swedish Game)	Singing
Csárdás No. 2	Laudnum Bunches (English)	
Foursome Reel (Scotch)	May-pole Dance (English)	
Fjällnäspolska (Swedish)	Mountain March (Norwegian)	
Highland Fling (Scotch)	Oxdansen (Swedish)	
Jig (Irish)	Strašák (Bohemian)	
Kamarinskaia (Russian)		

## Tarantella (Italian)

*Dances suitable for special occasions.**Greeting*

Dance of Greeting (Danish)
Kull-Dansen (Swedish singing game)

*Farewell*

First of May, The (Swedish singing game)
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## SECOND PART

*Harvest time*

Reap the Flax (Swedish)
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*Rejoicing*

Carrousel (Swedish singing game)
I See You (Swedish singing game)
Tarantella (Italian)

*Springtime*

First of May, The (Swedish singing game)
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Laudnum Bunches (English)
May-pole Dance (English)

*St Patrick's Day*

Jig (Irish)
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*Dances of various occupations*

Shoemakers' Dance (Danish)	Riding on the Merry-go-round
Tailors' Dance (Swedish singing game)	Carrousel (Swedish singing game)
Washing the Clothes (Swedish singing game)	Mountain Climbing with Guide
	Mountain March (Norwegian)
	Mock Fight



## Oxdansen (Swedish)

From Book 2 (Burchenal)

*Dances especially suitable for small children*

Bleking (Swedish)	Gustaf's Skoal (Swedish singing game)
Broom Dance (German singing game)	In Summer (German singing game)
"Come, Let Us Be Joyful" (German singing game)	Our Little Girls (Swedish singing game)
"Go From Me" (German singing game)	Seven Jumps (Danish and German)
Grandmother's Dance (Swiss singing game)	Seven Pretty Girls (Swedish singing game)

*Dances especially suitable for larger girls or women*

Bobbing Joe (English Morris dance)	Ribbon Dance (English)
Clap Dance (Swedish)	Rinnce Fada (Irish)
Crested Hen, The (Danish)	Six Hand Reel (Irish)
Four Dance (Danish)	Sword Dance (Scotch)
Foursome Reel (Scotch)	Tantoli (Swedish)
Gotlands Quadrille (Swedish)	Three Dance (Danish)
Highland Fling (Scotch)	Three Men's Polka (Swedish)
Hornpipe (English)	Three Men's Reel (Danish)

*Dances especially suitable for larger boys or men*

Bobbing Joe (English Morris dance)	Hornpipe (English)
Foursome Reel (Scotch)	Seven Jumps (Danish and German)
Highland Fling (Scotch)	Sword Dance (Scotch)

*Dances especially suitable for men and women together*

Bleking (Swedish)	Gotlands Quadrille (Swedish)
Clap Dance (Swedish)	Rinnce Fada (Irish)
"Come, Let Us Be Joyful" (German singing game)	Six Hand Reel (Irish)
Crested Hen, The (Danish)	Tantoli (Swedish)
Four Dance (Danish)	Three Dance (Danish)
	Three Men's Polka (Swedish)
	Three Men's Reel (Danish)

*Dances especially suitable for dancing on the green*

Bleking (Swedish)	Gustaf's Skoal (Swedish singing game)
Bobbing Joe (English Morris dance)	In Summer (German singing game)
"Come, Let Us Be Joyful" (German singing game)	Our Little Girls (Swedish singing game)
Crested Hen, The (Danish)	Ribbon Dance (English)
"Go From Me" (German singing game)	Seven Jumps (Danish and German)
Grandmother's Dance (Swiss singing game)	Seven Pretty Girls (Swedish singing game)

## Tantoli (Swedish)

*Dances especially requiring a floor*

Broom Dance (German singing game)	Hornpipe (English)
Clap Dance (Swedish)	Rinnce Fada (Irish)
Four Dance (Danish)	Six Hand Reel (Irish)
Foursome Reel (Scotch)	Sword Dance (Scotch)
Gotlands Quadrille (Swedish)	Three Dance (Danish)
Highland Fling (Scotch)	Three Men's Polka (Swedish)
	Three Men's Reel (Danish)

**List of Games and a Program by Grades Suggested by Lee**

The following preliminary draft of a report on "Education Through Play and Games" became available for inclusion in this syllabus through the courtesy of Mr Joseph Lee, President of the Playground and Recreation Association of America. The final report of Mr Lee's committee may probably be secured through the Playground Association.

Schools will find this report, and particularly its classification of games and play, of very practical use in planning their recreational activities.

REPORT SUGGESTING GAMES TO BE USED BY SCHOOLS AS PART OF OUR  
EDUCATIONAL SYSTEM

**Part of an All-around Program**

The games in the following list are suggested as part of a program to be undertaken by our schools with a view that the children of this country shall receive all-round mental, moral and physical development. It is assumed that the schools will provide gymnastics, track athletics, manual and industrial training, drawing, singing, story-telling, and the teaching of practical hygiene as well as play and games.

It is further assumed—as it must be in any plan for physical and moral education—that every school will have an adequate playground properly equipped and will make use of athletic fields big enough for the national games, and that the schools, at least in the lower grades, will be furnished with movable desks.

The school itself, however, unless its hours and the length of its sessions are much increased, can not provide the main part of the child's physical education. It must be not so much the place where games are carried on as the place where they are taught. The test of a game, accordingly, is not simply the effect of playing it in the school, but its total effect, including the results of its spontaneous use outside.

Besides teaching, it is believed that the schools should ascertain results, through tests both of the child's ability to do things—

such as have been suggested by this association—and also, if possible, of his physical condition.

*The requirements* of a set of games for the purposes above outlined are:

1 They should develop the child physically, mentally, and morally.

They should be good gymnastically, giving abundant exercise to the big muscles and being lively and interesting. They should be good socially, involving stress, competition and cooperation. They should appeal to all the major achieving instincts: not only to chasing, fighting, and the team sense, but also to the instincts of rhythm, climbing, construction, nurture—as in school gardening—and the scientific instinct, as in hunting with a camera.

2 They should reach all the children all the time. They must accordingly be adapted:

To all school ages and both sexes.

To different seasons—including, for instance, skating, coasting, swimming, and indoor games—and to vacation time.

To different social conditions and environment, including riding, golf, tennis, rowing, bird nesting, and other valuable games and play wherever they can be carried on.

To different tastes and abilities. The physically weak or handicapped should be reached by games especially adapted to them, even by sedentary games when necessary. There should be a less exclusive devotion to ball games than at present.

3 They should be practicable, so far as possible such as can be played in the schoolroom and the school yard.

4 Above all, they should be games that will play themselves, that is to say, that will go not only while the teacher is winding them up, but after she lets go—on the playground, on empty lots, in back yards and in the street, in the afternoon and during vacation.

*If we can plant good games, a crop of healthy children will come up.*

This is meant as a minimum list of the games that every school system should include. There should be besides in every school a considerable variety of other games.

*Teachers should know the fine points of each game.*

If the list is correct, or whenever a correct list shall be evolved, then the games included in it should be studied as football and baseball are now studied, that is, really understood. Excellent games are often dropped because the teacher does not know them



well enough to bring out the fine points in which their real attraction lies.

Some games, especially for the older age periods, are national or should become so, and ought accordingly to be standardized, but among the games for younger children there are many in which local preferences and customs may be followed to advantage, unless the standard game, when that is evolved, is distinctly superior.

Some of the dances given, as, for example, the Highland fling, Csárdás and Kamariskaia, can be danced individually by star performers. This should never be done by children on the playground or elsewhere.

### Administration

It is not part of the object of this report to say how, as a matter of administration, physical education can be secured. Three suggestions, however, may be made:

First, competition should be not only between different schools but between different rooms and between small squads of not more than twelve, each with a leader chosen by itself.

There is need of games and events in which a whole room of 40 or 50 can contest against another. Relay racing partly fills the place for running. Would a tug of war be good? or a "toboggan race," that is, all the pupils of each room dragging a toboggan or a board across a line, carrying on it their slower comrades if they think best?

Second, there should be a wide use of fixed standards of achievement, not only of such as have been suggested by this association but of others, including a great variety of tests which each school or school system should for the present work out for itself.

Third, the games and exercises should be adapted to the individual.

No rigid system of physical education will ever succeed with all children. There are, for instance, among boys at least, a small proportion—perhaps 6 per cent—who will not be interested in games, but who will tramp all day over the hills to see a bird's nest. These should be encouraged in their specialty, although also developed on their weak side so far as possible. Other children have defective vision and can not play ball games. Every child should not only have a game that he likes, but so far as possible a game in which he can excel.

Teachers should talk over with each pupil his whole plan of exercise and advise him, and see that he does something strenuous



about every day, preferably in a game. They should take account of work — shoveling, sawing, selling papers, farm work, etc.—as well as play in computing and advising.

### List of Games and Plays

1 KINDERGARTEN (in addition to Froebel's kindergarten games).

#### *Singing and dancing games:*

Ring around a rosey	Mulberry bush
Farmer in the dell	Did you ever see a lassie?
Oats, peas, beans and barley grow	London Bridge

#### *Running games:*

Cat and mouse (singing also)	Blind man's buff
Drop the handkerchief	Tag

#### *Constructive play:*

Sand Box	Blocks
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#### *Mother play:*

Dolls	House
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#### *Apparatus:*

A bank or inclined plane to run or roll down. Driving reins, carts, sticks for hobby horse.

Swings	Teeters
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2 FIRST TWO GRADES, say 6 to 8 years old

#### *Singing and dancing games:*

Survivors of the kindergarten list	Marching
Looby loo	Roman soldiers
Hickory, dickory dock	King of France

#### *Dramatics:*

Dramatic, informally and impromptu, fairy stories, scenes from history, myths	Dumb Crambo Playing school
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#### *Dances:*

Swedish clap dance	Gustav Skael (Swedish)
Carrousel	Our little girls
Nixie polka	Seven pretty girls
Bleking (Swedish)	Seven jolly boys
I see you	

*Running games:*

Cat and mouse  
 Drop the handkerchief  
 Fox and geese  
 Puss in the corner  
 Blackman, pom pom pullaway

Hill dill  
 Cross tag  
 Follow my leader  
 Rolling hoops  
 Roller skating

*Running and hiding games:*

Hide and go seek

I spy

*Jumping games:*

Leap frog and Foot-an'-a-half  
 Jump rope

Hop scotch

*Ball games and near ball games:*

Teacher ball  
 Center catch  
 Baseball in the form of:  
     Passing ball  
     Three old cats  
     Scrub games  
 Kicking football

Bean bag board  
 Bean bag games  
 Ring toss  
 Tops  
 Marbles  
 Jackstones

*Pulling and pushing games:*

Bull in the ring  
 Indian pull (catch and pull tug of war)

King of the ring  
 Old man in the castle  
 Tug of war

*Climbing: (Ladders, slides, ropes, poles, rings, tree with ropes)*

Hand tag

Fence tag

*Constructive play:*

Sand box  
 Clay modeling  
 Folding  
 Cutting out  
 Drawing  
 Weaving

Raffia  
 Bead work  
 Sewing  
 Knitting  
 Whittling

*Nurture play:*

Dolls  
 House

Pets  
 Home gardens

*Winter:*

Skating  
 Coasting

Sliding

*Summer:*

Wading

Swimming

3 GRADES 3, 4, 5, and 6, say from 8 to 11

*Dramatics:*Informally dramatize stories, scenes  
from historyDumb Crambo  
Charades*Dances:*

The list for preceding age

Swedish ox dance

Irish jig

Seven jumps (Danish)

Come let us be joyful (German)

Crested hen (Danish)

Sweet Kate

Bo Peep

Greensleeves

*Running games:*

Three deep

Hill dill

Stealing sticks (raiding the castle)

Prisoners' base

Hip

Relay races (with bean bags, clubs  
etc.)

Potato race

*Running and hiding games:*

The list for preceding age

Relievo

Run sheep run

*Jumping games:*

Leap frog and Foot-an'-a-half

Jump rope

Hop scotch

*Ball games and near ball games:*

End ball

Newcomb

Dodgeball

Rounders

Baseball: three old cats and scrub

Long ball

Indoor baseball

Playground ball

Soccer

Shinney

Tip cat (cattie, peggie)

Duck on a rock

*Fighting games:*

Boxing

Wrestling

Poison snake

Baste the bear

*Climbing: (as above)**Constructive play:*

Clay modeling

Weaving

Raffia

Sewing

Carpentry

Building huts

Snow houses, snow men

*Nurture play:*

Dolls	Home and school gardens
House	Pets

*Other quiet games:*

Checkers	Parchesi
Dominoes	Jackstones

*Winter:*

Skating	Snow shoeing
Hockey (informal)	Gymnastic stunts
Coasting	Ground tumbling
Skiing	

*Summer:*

Swimming	Toy boats
Rowing	Tennis
Sailing	

*Sex differences:*

In the age periods so far covered, especially the earlier ones, sex differences should be as far as possible ignored, though there are of course some exceptions, as, for instance, football and boxing. Basketball for girls should be by girls' rules and carefully supervised.

4 GRADES 7, 8 and 9, say 11 to 14

*Dramatics:*

As above	Plays
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*Dances:*

Their choice of preceding list	Gotlands quadrille (Swedish)
Highland fling (boys)	The hatter (Danish)
Czardas	Gathering peascods (English)
Kamarinskaia	Bo peep (English)

*Running games:*

Three deep	Relay races
Stealing sticks	Foot-an'-a-half
Prisoners' base	

*Running and hiding games:*

The survivor of the preceding list



*Ball games and near ball games:*

Captain ball	Handball
Indoor baseball	Soccer
Playground ball	Shinney
Baseball	Quoits
Volley ball	

*Fighting play:*

Boxing	Hip
Wrestling	

*Constructive play:*

Sewing	boards, checker and chess men, etc.)
Clay modeling	
Carpentry (making boats, bird houses, dog houses, kites, checker-	Making huts

*Nurture play:*

Home and school gardens	Care of animals
Farming	Pets and mascots

*Other quiet games:*

Checkers	Chess etc.
Parchesi	

*Nature play and excursions:*

List of birds seen	Hunting with a camera
Collections of leaves, classifying trees, seeds, flowers, stones etc.	Hikes, with cooking
	Map making

*Winter:*

List for preceding age	Basketball
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*Summer:*

List for preceding age	Golf
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*Seasons:*

Most of the above games except football and shinney are not confined to any special season. The children's preferences should be followed.

*Games for mixed groups*

Boys and girls at this age usually prefer to play separately, but it is often well to have them play together under careful supervision. The following games are recommended for this purpose:

Dancing	Three deep
Crambo	Hiking
Charades	Boating
Dramatics	Skating
Singing	Prisoners' base
Volley ball (girls against boys)	Long ball
Tennis	Hill dill
Baseball (soft)	Drop the handkerchief

### 5 HIGH SCHOOL BOYS

At this age the games become more seasonal and are accordingly so divided.

#### 1 In the fall:

Rugby	Hikes: use bicycle and camera in nature study
Soccer	Tennis
Handball	Golf
Volley ball	Quoits
Lacrosse	
Field hockey	

#### 2 Winter:

##### a Outdoor

Skating	Cross country exploration
Ice hockey	Cross country running and hare and hounds
Coasting	Lacrosse
Skiing	
Snow shoeing	

##### b Indoor

Handball	Swimming, life-saving
Volley ball	Boxing and wrestling
Captain ball	Wall scaling
Basketball	Dramatics: charades, plays and pageants
Relay races	
Gymnastic stunts	

##### c Dancing

Social dancing	Czardas
Virginia reel	Kamarinskaia
Portland fancy	Bean setting
Come let us be joyful	Rig O'Marlow, etc. } English Morris dances
Butterfly (English)	Flamborough sword dance (English)
Irish jig	Ox dance
Highland fling	The hatter

3 Spring:

Baseball  
Playground ball  
Handball  
Volley ball  
Lacrosse  
Hikes

Bicycling  
Rowing  
Tennis  
Golf  
Nature work

4 Summer:

Spring list  
Swimming  
Rowing  
Sailing

Canoeing  
Camping, including signaling, cooking, making fire, building a shelter, use of axe, mountain climbing

For all seasons:

Riding

Walking

6 HIGH SCHOOL GIRLS

Fall:

Baseball  
Volley ball  
Field hockey  
Tennis

Golf  
Walks in connection with nature study

Winter:

*a* Outdoor

Skating  
Coasting

Skiing  
Snow shoeing

*b* Indoor

Volley ball  
Captain ball  
Basketball (not for all)  
Relay races  
Swimming, life-saving  
Dramatics: charades, plays and pageants  
Dancing:  
Social dancing  
Virginia reel

Portland fancy  
Come let us all be joyful  
Butterfly (English)  
Little man in a fix (Danish)  
The hatter  
Tinkers dance (Danish)  
Black nag (English)  
Mag on a tree (English)  
Fjälénaspolka

Spring:

Same as for boys, except lacrosse

Summer:

Same as for boys

All seasons:

Riding  
Walking

# USEFUL PLAY EQUIPMENT AND SUPPLIES AT MODERATE EXPENSE (Chase)

## Rural School-yard Apparatus Adapted for One-Quarter to One- Half Acre Space

### *Approximate Cost of Installing*

Playground baseball .....	\$1.12 (Usually less)
Teeter .....	2.14 (Usually less)
Balance tree .....	.50 (If tree is donated)
Swing frame .....	2...
Two swings .....	1.50
Horizontal bar .....	1.17
Total cost .....	<u>\$8.43</u>
Add cost of cement.....	1.29
	<u>\$9.72</u>

Ten dollars and a little work will give a very satisfactory equipment to any rural school (or home), but *some one must push!*

The following can be added:

Giant stride .....	\$2.97
Playground slide .....	\$10 to 12...
Basketball, backboard and goal.....	8 to 10...
Jumping standards .....	1...
	<u>\$25...</u>

Thirty-five dollars *and a little work* will equip any rural school with nine of the *best play devices*.

The Best Equipment is *Material for Playing Games, and Someone To Show How*.

## The Following Articles Will Be Found Useful in Any School.

(Entire six may be secured for \$7 or \$8)

1 Set of 4 quoits (or horseshoes), can be bought for....	\$0 75
(Or horseshoes can be had for asking), cost.....	00
2 Set of bean bags, can be bought for.....	50
(Or made at home), cost.....	00
3 Set of rope rings (for ring toss), can be bought for....	50
(Or made by boys, of old rope), cost.....	00
4 Playground balls and bats, cost, balls 50c to.....	1 ..
Bats .....	<b>35</b>



5 Soccer football, cost .....	\$2 50 to	4 ..
(Good one for \$2.50)		
6 Volley ball, cost.....	\$1 75 to	4 ..
(Good one for \$2.50)		

*If You Have the Money, Then Add:*

A basketball, cost.....	\$2 50 to \$5 ..	
(Good one for \$4)		
Baseball and bats, cost (ball).....	50 to	1 25
(Mask and catcher's glove) (bats).....	50 to	1 ..
An iron shot (8 lbs.), cost.....	60 to	1 35
(From local foundry for less)		
A mat for indoor tumbling, cost, according to size.		
(Can be homemade).		
A medicine ball, cost.....	2 .. to	7 ..
(Can be made at home)		
A set of boxing gloves (?), cost.....	2 .. to	5 ..

NOTE: But *save some to renew the first list.* They will wear out. "Be prepared" to buy more.

### School Athletics

1 No athletic organization or enterprise may exist in the schools of the State without the approval of the local school authorities, but no school is under obligation to operate the rules presented below unless that school proposed to use its athletic activities for credited equivalents to some part, or all, of the State requirement in supervised recreation. In any case the school is responsible for the activities and standards of its athletic organizations.

2 The principal or teacher in charge of a given school may accept participation in athletics as satisfying the State requirement in supervised recreation on recommendation of the teacher in charge of physical training in that school, provided the athletic activities of the school are organized and conducted in conformity with the following rules:

a No athletic organization or enterprise shall be recognized as a source of acceptable recreational equivalents unless the school has first provided a competent teacher with such qualified assistants as may be needed to safeguard the pupils and to operate a type of athletic instruction that will develop good health, good character and sportsmanly conduct.

(1) Such teachers must know how to prepare their pupils and direct their activities; how to organize and operate athletic meets; and how to supervise the business enterprises connected with such activities.

*b* Participation in athletic competitions must be limited to those children physically fit, as determined by the medical inspector of the school or by medical advisors selected by the school.

*c* School athletics must be under the control of the school authorities.

Each school should establish and enforce regulations or join with neighboring schools for the establishment and enforcement of regulations governing the admission of pupils to membership on athletic teams. As suggested by E. T. Grout of Schenectady, these eligibility regulations should include at least the following:

(1) Limit eligibility to pupils in actual and regular attendance in the school.

(2) Require an official record of transfer when pupils go from one school to another.

(3) Declare postgraduates ineligible.

(4) Limit eligibility to pupils taking regular courses.

(5) Establish a minimum number of recitation periods or credit points per week as a qualification for eligibility.

(6) Limit the number of years of eligibility to the number of years required normally for graduation, usually four years for the high school.

(7) Establish an age limit.

The following tentative rules, adopted recently at a meeting of representatives of Rochester educational institutions, illustrate the type of eligibility rules governing interscholastic contests contemplated in the paragraphs above.

A boy to be eligible to participate in interscholastic contests must qualify according to the following rules:

1 Shall have attended high school at least one year.

2 Shall not have attended high school for a longer period than four and a half years. Total attendance in all high schools he has attended to count in determining eligibility.

3 Shall have passed three subjects during the previous term and be doing passing work in three subjects at the present time. The three subjects shall require at least fifteen periods of work per week.

4 Shall be under twenty-one years of age.

5 Shall be an amateur. A committee appointed or elected by the competing schools shall determine the amateur standing of doubtful cases.

6 A boy while representing his school in any branch of sport shall not, during the school season for that sport, play on any outside representative team. Infringement of this rule shall disqualify for the balance of the season.

*d* Boys and girls ought to be organized wherever it is reasonably possible to do so into clubs or associations and given as much initiative and independence in their athletic affairs as is consistent with good business management and the safety of sportsmanly ideals.

*e* An athletic committee of five may be formed for each union free school district and village or city school system. In those school systems in which the size of the system justifies it, there may be a central athletic committee with subordinate committees for the various divisions of the whole school system. The following type of committee organization is suggested (see also the Amateur Athletic Federation of Rochester, organized by Herman J. Norton):

(1) The supervisor of physical training is to be one member. The other members are to be appointed by the superintendent, two from the teaching force and two from the school community.

(2) Members of the committee, save the supervisor of physical training, are to serve for one year. They may be reappointed.

(3) The committee is to select its chairman.

(4) The committee is to be in responsible charge of the athletic organizations but not of athletic instruction of the district, subject only to the authority of the school or schools for which this committee was appointed. These authorities shall have veto power.

*f* The organization and regulation of competitive sports must conform with our highest ideals of fair play, sportsmanly conduct, and healthful recreation.

*g* Medical examinations are required of each pupil at the beginning of each athletic season and before the pupil is admitted to the team squad for training. These examinations should be made by the school physician.

*h* No pupil is permitted to try for a place on a team without first receiving permission from (1) his parents, (2) a registered physician, that is, the school physician, (3) the principal of the school and (4) the supervisor or teacher in charge of physical training for the school. The permission of the principal of the school and the supervisor or teacher of physical training will be based largely on the quality of class work done by the applicant. No pupil who is not doing full work in school or whose school work is unsatisfactory may participate in school athletics.



*i* Training must not be excessive.

(1) Must not consume approximately more than six hours a week.

(2) Athletics to be substituted for play only on the basis of pleasure, health and character building and not primarily for winning victories or establishing records.

(3) Pupil not to be admitted to membership on more than one special athletic team at a time, if the team to which he belongs is preparing for or engaging in competitions with other teams outside the school. Membership on several teams should be permitted only in schools with a small enrolment of pupils or when the competitions are between groups, classes or grades within the school or where the contests are general or all-round in character.

*j* Emphasize competitions between classes and grades as well as between schools of the district. School authorities are urged to limit competitions outside the district to one or at most two such competitions a month for each team. As a rule, competitions involving overnight absence from home should not be permitted. (In villages and cities the word "district" has the meaning of the word school "system.")

*k* The teachers of athletics ("coaches," "trainers," etc.) must be teachers in the schools. No outside instruction may be employed.

*l* The athletic associations organized in the various school communities should include provisions for the girls as well as the boys. In school communities that are large enough, these organizations should be separate, with separate athletic committees in charge of their administration.

*m* In schools where "athletics" are instituted for girls, the athletic instruction of the girls ought, if possible, to be in the hands of competent women teachers; the athletic instruction of boys in the higher grades should, if possible, come from men teachers.

### Mass Athletics

The usual school athletic plan emphasizes special team training and individual athletic performance. It is desirable to organize athletic activities in the school on a basis that will bring all the pupils into activity. While team and individual excellence are well worth developing within reasonable limitations, it is even more important to provide opportunities for each child to engage in



interesting athletic competitions that not only give him healthful exercise but also enable him to contribute something toward the final score.

The following classification of athletic events for grammar and high school pupils has been used successfully for these purposes in all parts of the country. The plan was first used in the schools of Westchester county by Allen and in Delaware county by Chase. It has been applied by the district superintendents to all the schools of Oneida county during the present year (1916) and has been used successfully in various other counties and states. Dr John Brown jr has described the plan as follows:

**Scoring Table for One-room and Larger Grade Schools**

WEIGHT CLASSES	No points	Honor standard	100 points scoring
<b>80-POUND CLASS</b>			
50 yard dash . . . . .	10 sec.	8 sec.	6 sec.
Standing broad jump . . . . .	3 ft. 5 in.	5 ft. 6 in.	7 ft. 7 in.
Running broad jump . . . . .	5 ft. 10 in.	10 ft.	14 ft. 2 in.
Baseball throw . . . . .	70 ft.	120 ft.	170 ft.
<b>95-POUND CLASS</b>			
75 yard dash . . . . .	13 sec.	11 sec.	9 sec.
Standing broad jump . . . . .	3 ft. 11 in.	6 ft.	8 ft. 1 in.
Running broad jump . . . . .	6 ft. 10 in.	11 ft.	15 ft. 2 in.
Baseball throw . . . . .	100 ft.	150 ft.	200 ft.
<b>110-POUND CLASS</b>			
100 yard dash . . . . .	16 sec.	14 sec.	12 sec.
Standing broad jump . . . . .	4 ft. 5 in.	6 ft. 6 in.	8 ft. 7 in.
Running broad jump . . . . .	7 ft. 10 in.	12 ft.	16 ft. 2 in.
Running high jump . . . . .	2 ft. 8½ in.	3 ft. 9 in.	4 ft. 9½ in.
Baseball throw . . . . .	130 ft.	180 ft.	230 ft.
<b>125-POUND CLASS</b>			
100 yard dash . . . . .	15 sec.	13 sec.	11 sec.
Standing broad jump . . . . .	4 ft. 11 in.	7 ft.	9 ft. 1 in.
Running broad jump . . . . .	8 ft. 10 in.	13 ft.	17 ft. 2 in.
Running high jump . . . . .	2 ft. 11½ in.	4 ft.	5 ft. ½ in.
Baseball throw . . . . .	145 ft.	195 ft.	245 ft.
Putting 8-pound shot . . . . .	15 ft. 6 in.	28 ft.	40 ft. 6 in.
<b>UNLIMITED CLASS</b>			
100 yard dash . . . . .	14 sec.	12 sec.	10 sec.
Standing broad jump . . . . .	5 ft. 5 in.	7 ft. 6 in.	9 ft. 7 in.
Running broad jump . . . . .	9 ft. 10 in.	14 ft.	18 ft. 2 in.
Running high jump . . . . .	3 ft. 3½ in.	4 ft. 4 in.	5 ft. 4½ in.
Baseball throw . . . . .	160 ft.	210 ft.	260 ft.
Putting 8-pound shot . . . . .	22 ft. 6 in.	35 ft.	47 ft. 6 in.

Points shall be scored on the following basis:

All dashes, for every 1-5 second better than the minimum .....	5 points
Standing broad jump, for every inch better than the minimum .....	2 points
Running broad jump, for every inch better than the minimum .....	1 point
Running high jump, for every inch better than the minimum .....	4 points
Baseball throw, for every 1 foot better than the minimum .....	1 point
Putting 8-pound shot, for every 3 inches better than the minimum .....	1 point

#### For High Schools

"There is general dissatisfaction all over the country with the present form of high school athletic meets. This is particularly true where the high schools vary greatly in the enrolment of pupils. Even where conditions are most favorable, but little progress has been made. In many instances the results have been so unsatisfactory that the annual interscholastic contest has been discontinued.

"In an attempt to work out something especially adapted to the high schools and which would meet their needs in the same way that the foregoing test has met the needs of the one-room and larger grade schools, the details of a better plan of high school athletic meets are here given. The object is to encourage larger participation in athletics, and while giving opportunity for those who excel to demonstrate their superior ability, at the same time to limit their specialization and develop all-round athletic ability. The plan also recognizes the inequality in size of the different schools and provides a fair basis of comparison despite this inequality in numbers.

#### *Selection of events*

"These are chosen because of their interest to the average high school fellows and include all the standard events. Under ordinary circumstances, the first twelve events suggested will prove most satisfactory. Where there is particular interest in the four remaining events, they may be added to the group indicated or substituted for one of the events in that group. Unless all the schools represented have equipment for practising the pole vault and hurdles, they should be omitted. The eight-pound shot is to be preferred to the twelve-pound shot as it is conducive to better form.

The twelve-pound hammer is a risky event where many children are among the spectators.

### *Grouping of events*

"The events are divided into four groups: (1) sprints; (2) runs; (3) jumps; and (4) throwing and weight events. A contestant is now allowed to compete in more than one event in any group.

### *Basis of school representation*

"Depending upon the enrolment of pupils in the different schools, each school is assigned the number of contestants which it shall enter in each of the events. This number is the same for all of the events, but will differ according to the size of the school. The number of contestants may be assigned on a percentage basis. For example, if a school has twenty boys, it may be requested to enter two boys in each event. Another school with forty boys may be asked to enter four boys in each event, while a third school having eighty boys may be asked to enter eight boys in each event. Where the athletic interest or ability of the boys in the different schools is not in proportion to the size of the schools, the committee in charge may use its judgment in arbitrarily determining the number of contestants which each shall enter.

Events and scoring table for interhigh school athletic meet

	No points	50 points	100 points	Basis of scoring
<b>Group 1 — Sprints</b>				
1 — 100 yards.....	14 3/5 sec.	12 3/5 sec.	10 3/5 sec.	1/5 sec., 5 pts.
2 — 220 yards.....	29 sec.	26 2/5 sec.	24 sec.	1/5 sec., 4 pts.
3 — 440 yards.....	65 sec.	60 sec.	55 sec.	1/5 sec., 2 pts.
<b>Group 2 — Runs</b>				
4 — 880 yards.....	3 min. 5 sec.	2 min. 40 sec.	2 min. 15 sec.	1 sec., 2 pts.
5 — 1 mile.....	6 min. 50 sec.	6 min.	5 min. 10 sec.	1 sec., 1 pt.
6 — 2 miles.....	14 min. 20 sec.	12 min. 40 sec.	11 min.	2 sec., 1 pt.
<b>Group 3 — Jumps</b>				
7 — R. High Jump.....	3 ft. 3 1/2 in.	4 ft. 4 in.	5 ft. 4 1/2 in.	1 in., 4 pts.
8 — R. Broad Jump.....	9 ft. 10 in.	14 ft.	18 ft. 2 in.	1 in., 1 pt.
9 — R. Hop, Step and Jump.....	21 ft. 8 in.	30 ft.	38 ft. 4 in.	2 in., 1 pt.
<b>Group 4 — Throwing and Weights</b>				
10 — Baseball Throw....	175 ft.	225 ft.	275 ft.	1 ft., 1 pt.
11 — 8 pound Shot Put...	20 ft.	32 ft. 6 in.	45 ft.	1 ft., 4 pts.
12 — Discus Throw.....	50 ft.	75 ft.	100 ft.	1 ft., 2 pts.
<b>Alternates or additions</b>				
Pole vault (Group 3)....	4 ft. 10 in.	6 ft. 11 in.	9 ft.	1 in., 2 pts.
120 yards hurdle (Group 3).....	26 sec.	22 sec.	18 sec.	1/5 sec., 2 1/2 pts
12-pound shot (Group 4)...	15 ft.	27 ft. 6 in.	40 ft.	1 ft., 4 pts.
12-pound hammer (Group 4).....	50 ft.	75 ft.	100 ft.	1 ft., 2 pts.



*Every school represented in every event*

"The points made by the representatives of the various schools count in making up the respective school scores. No special points are given to the first, second or third boys in each event, but all contestants are given whatever points they are entitled to according to the scoring table. Of course the first boy will score more points than the second or third, but one of the principal advantages of this system is that the boys who may be fifth, eighth or last also score points for their school. In this way every boy's record counts toward the school standing and every boy is encouraged to do his best, even if he can not be first, second or third. This method of scoring also enables a school which may not have any outstanding star athletes to make a good record if it is represented by a goodly number of athletes of average ability in all the different events.

*Determining each school's record*

"The record of each school is determined by totaling the number of points made by its representatives in the various events and dividing this total by the number of representatives which were assigned to that school. The total is not divided by the number of boys who participated necessarily. For instance, if a school which is expected to enter three boys only enters two boys in one event, the total points made by the two boys is divided not by two but by three.

"While the foregoing is definitely planned to meet the needs of a centralized interschool athletic contest, the same events and classification of events and scoring table can be adapted to the use of local school tests and interclass competition."

**Athletics for Girls**

There is need for the development of better plans for safe and interesting athletics for girls. Encouraging efforts have been made in this direction. Group contests in volley ball, neucombe, captain ball, "indoor" baseball (playground baseball), field hockey, basketball, and other similar games are being used by the girls in some parts of the State with good results. The following list of events for mass athletics for girls has been used successfully in the Delaware county schools of this State. The same type of recreational activity for girls has been made a part of the public school work in Virginia:



### The Athletic Badge Tests for Girls<sup>1</sup>

The following are standards which every normal girl ought to be able to attain:

#### First test

All-up Indian club race.....	30 seconds
<i>or</i> Potato race.....	42 seconds
Basketball goal throwing.....	2 goals, 6 trials
Balancing . . . . .	24 ft., 2 trials

#### Second test

All-up Indian club race.....	28 seconds
<i>or</i> Potato race.....	39 seconds
Basketball goal throwing.....	3 goals, 6 trials
Balancing (bean bag or book on head).....	24 ft., 2 trials

#### Third test

Running and catching.....	20 seconds
Throwing for distance, basketball 42 ft., or volley ball 44 ft.	
Volley ball serving.....	3 in 5 trials

### *Rules for Tests*

There are no height, weight or age limits in the athletic badge tests for girls. The following general rules shall govern the final tests:

Unless otherwise stated in these rules, there shall be but one trial in each event.

It is necessary to qualify in all three events in any class in order to win a badge.

No girl is permitted to receive more than one badge in any one year.

No girl is entitled to more than one first, second or third test badge even though a full year has elapsed since she last qualified for a badge.

If a girl has already qualified for a third test or a second test badge, she may qualify for and receive a badge for the lower test provided a full year has elapsed.

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<sup>1</sup> The revision of the badge tests for girls, with the addition of the third badge test, has been largely the work of Lee F. Hanmer, chairman of a special committee appointed to work out the tests, for the Playground and Recreation Association of America.

*Directions for Events***All-up Indian Club Race**

Draw two tangent circles, each three feet in diameter. In one of the circles place three one-pound model BS Indian clubs. At a point 30 feet distant from a line passed through the center of the circles, and parallel to it, draw a line to be used as a starting line.

On the signal the girl runs from the starting line, transfer the three clubs, one after the other, to the vacant circle so that they remain standing, and runs back to the starting line. The girl makes three such trips finishing at the starting line. The girl is permitted to use but one hand in transferring the clubs. The surface within the circles should be smooth and level. A wide board may be used when the test is made out of doors.

To qualify in this event for a first test badge, a girl must make the three trips to the circles in 30 seconds.

To qualify in this event for a second test badge, a girl must make the three trips to the circles in 28 seconds.

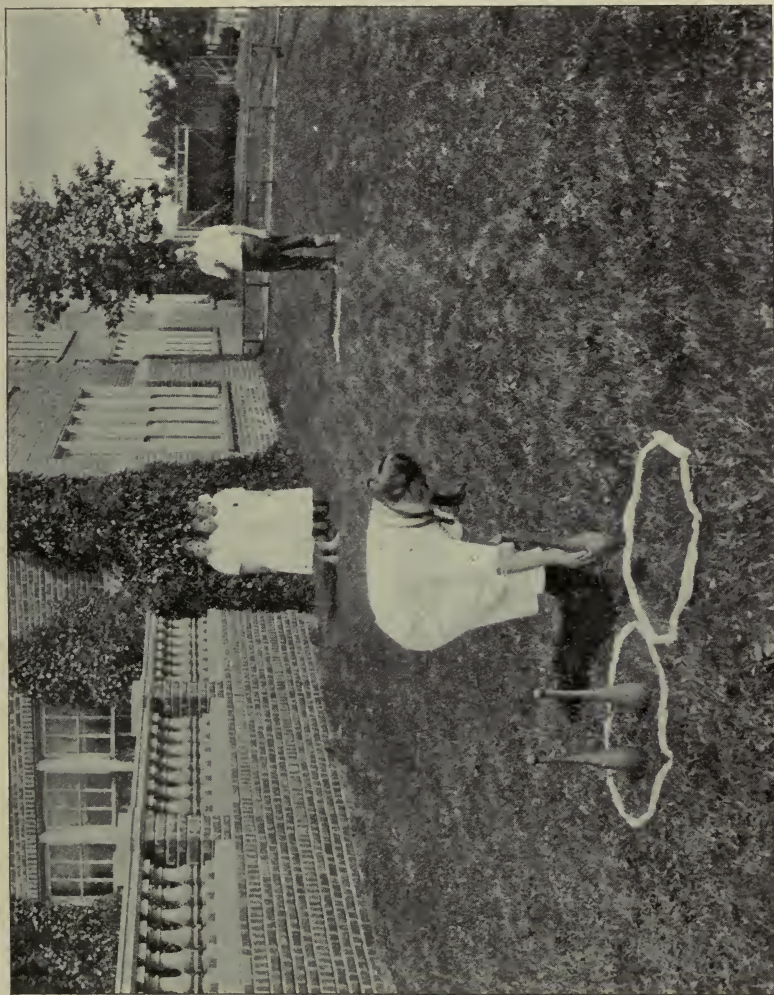
**Potato Race**

On a direct line draw four circles, each 12 inches in diameter and 5 yards apart from center to center. Five yards back of the center of the first circle and at right angles to the direct line, draw a line to be used as a starting line. This is also the finish line.

On the first circle place a basket or other receptacle not over 2 feet in height and with an opening not exceeding 1 foot in diameter.

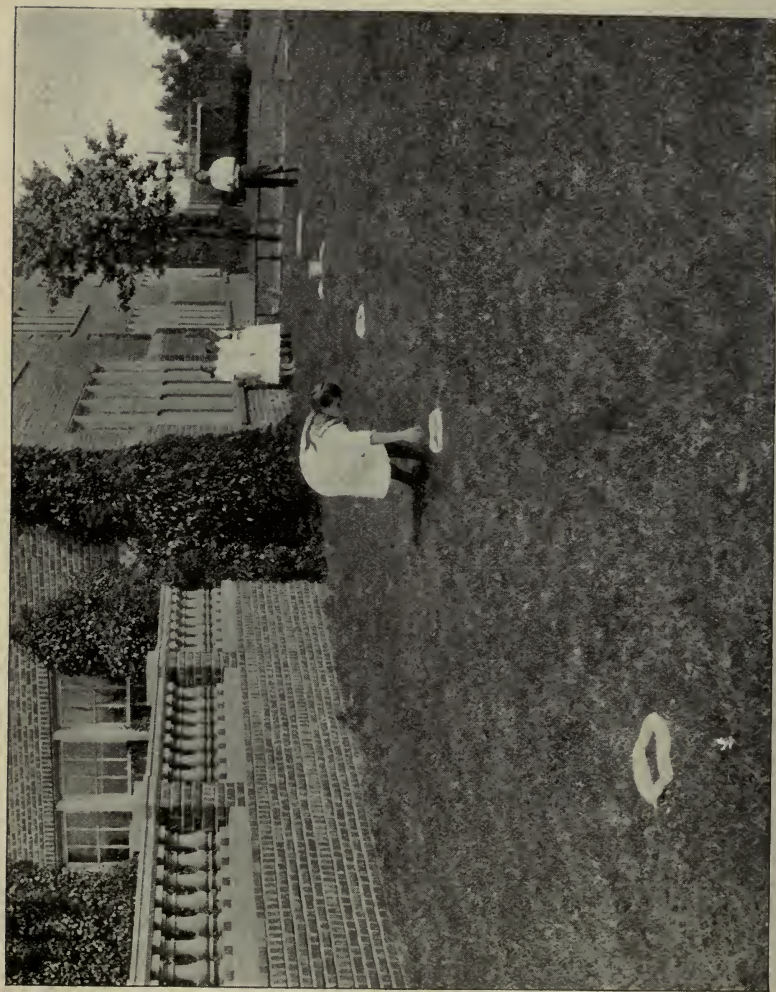
On the signal the girl runs from the starting line, takes one potato from the basket and places it in the first vacant circle (the one nearest the basket), runs back to the basket, passes between it and the starting line, takes the second potato from the basket, places it in the second circle, returns to the basket, passes between it and the starting line, takes the third potato from the basket, places it in third circle and runs back to the starting line. From the starting line she runs to the first circle, picks up the potato and replaces it in the basket, passes between the basket and the starting line, runs to the second circle, picks up the potato, replaces it in the basket, passes between the basket and the starting line, runs to the third circle, picks up the potato, replaces it in the basket, and runs across the finish line.

If a potato is dropped anywhere but in the circle where it should be placed or in the basket it must be picked up and properly placed before another is touched.



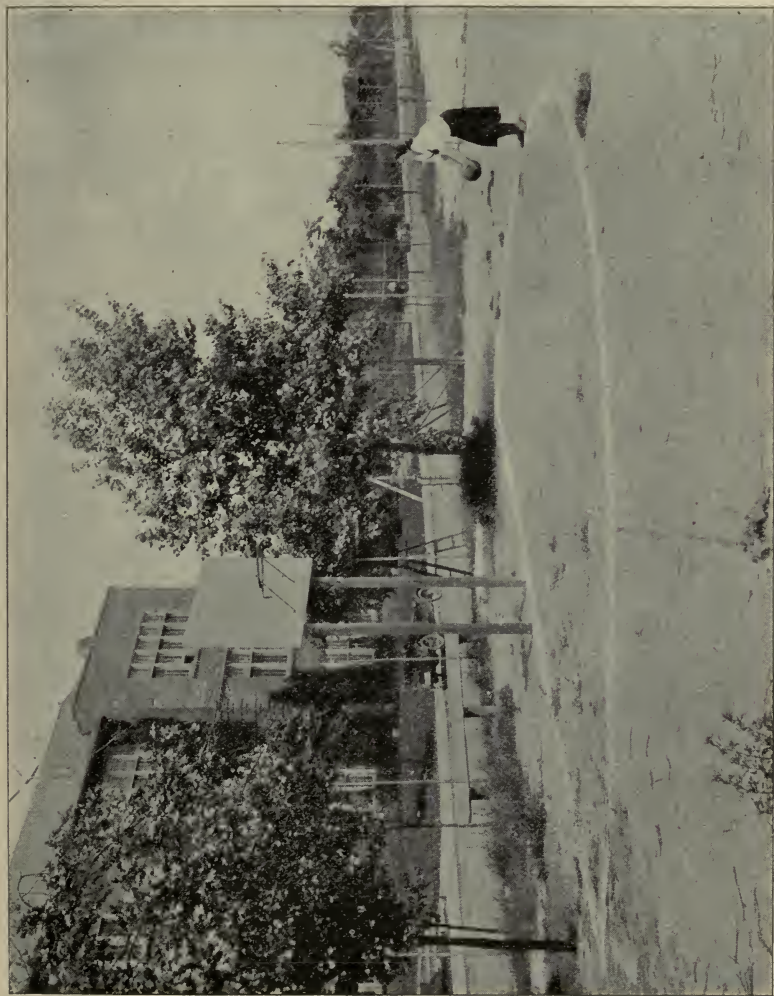
*Courtesy of the Playground and Recreation Association of America*  
ALL-UP INDIAN CLUB RACE



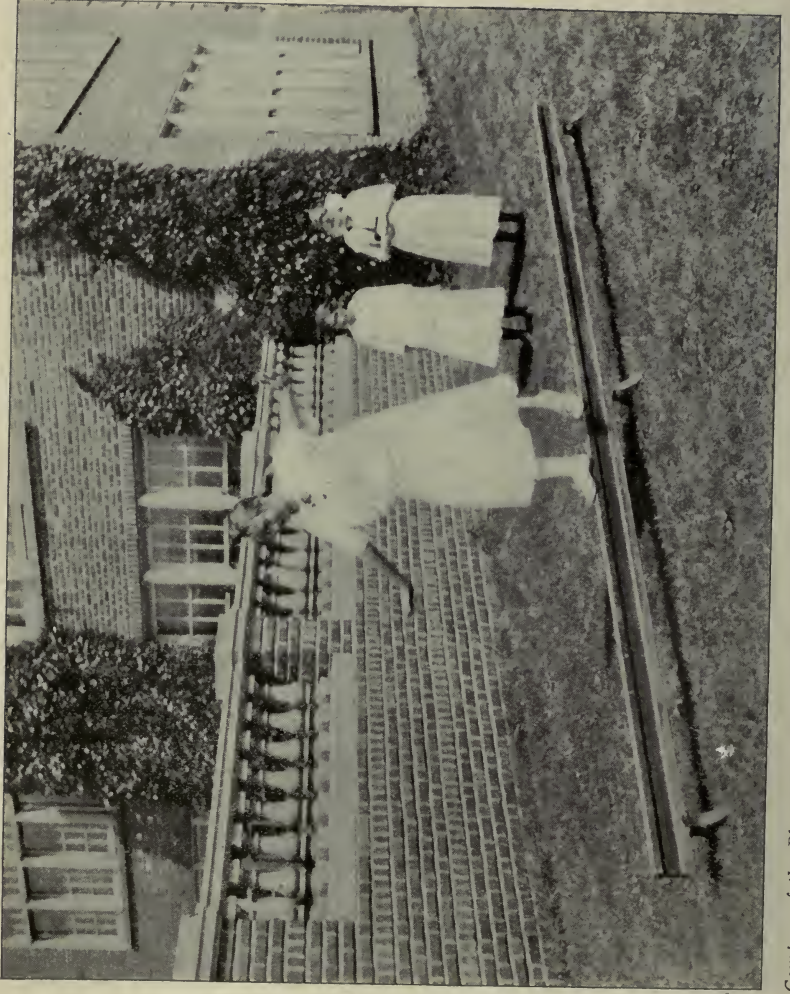


*Courtesy of the Playground and Recreation Association of America*  
POTATO RACE

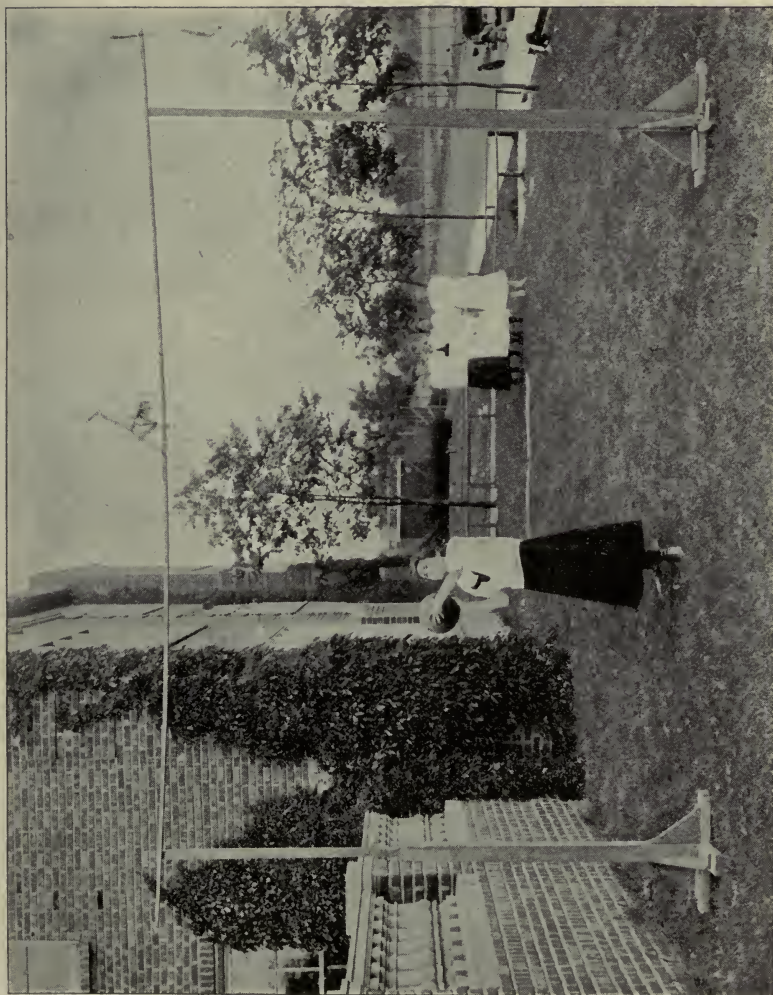




*Courtesy of the Playground and Recreation Association of America*  
BASKETBALL GOAL THROWING

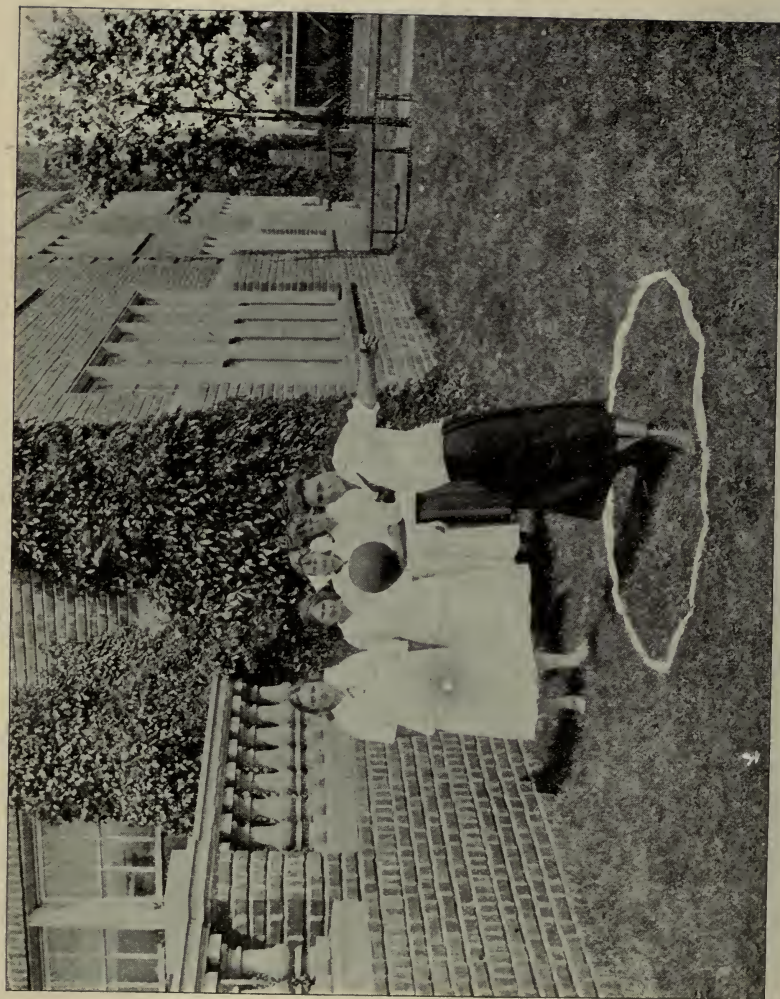


*Courtesy of the Playground and Recreation Association of America*  
BALANCING



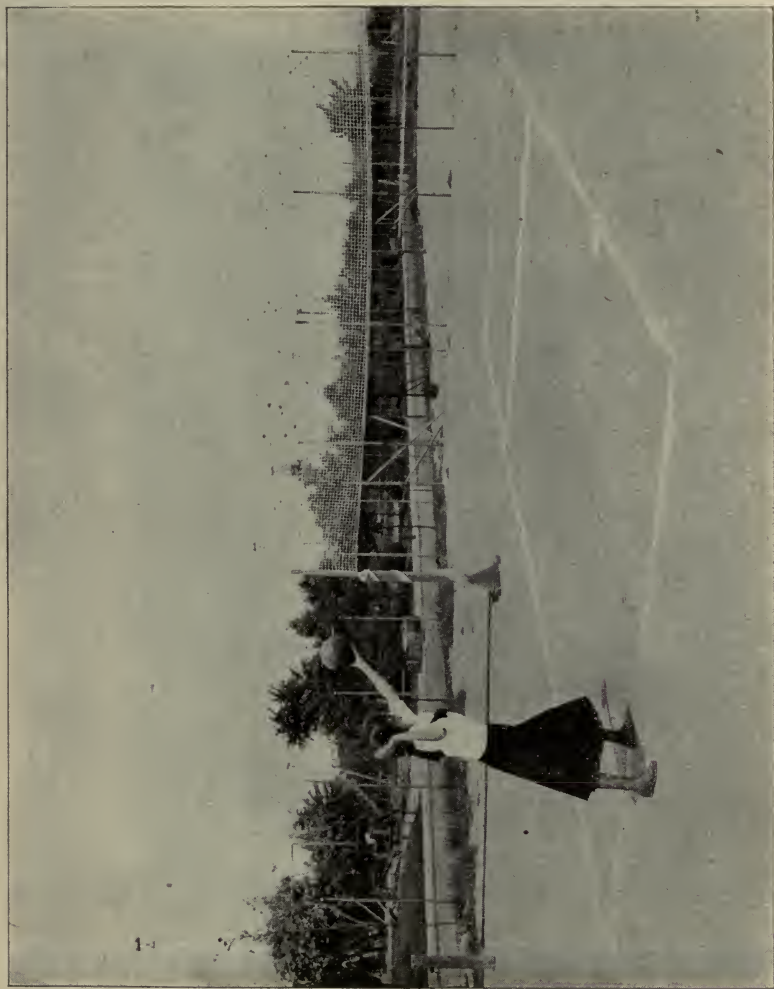
*Courtesy of the Playground and Recreation Association of America*  
RUNNING AND CATCHING



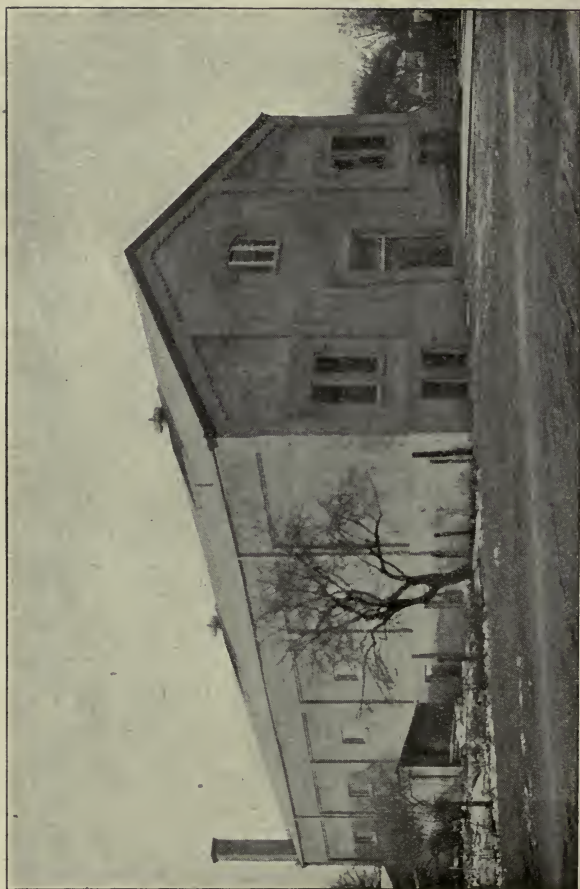


*Courtesy of the Playground and Recreation Association of America*  
THROWING FOR DISTANCE





*Courtesy of the Playground and Recreation Association of America*  
VOLLEY BALL SERVING



Gymnasium at Newark, built to put into effect provisions of physical training law and syllabus. Tile and stucco structure, 100 by 58 feet, steam heated, shower baths, dressing rooms and rooms for manual training; total cost without equipment, \$11,000.

To qualify in the event for a first test badge, a girl must cross the finish line within 42 seconds from the time the signal to start is given.

To qualify in this event for a second test badge, a girl must cross the finish line within 39 seconds from the time the signal to start is given. Wooden blocks may be substituted for potatoes.

### **Basketball Goal Throwing**

The regular basketball goal may be used or a ring 18 inches in diameter (inside). It should be placed 10 feet above the ground and the inside rim should extend 6 inches from the surface to which it is attached.

From a point directly under the center of the goal draw a semi-circle with a radius of 15 feet, for a throwing line.

The girl may stand at any point outside of but touching the throwing line. The basketball used shall be of standard size and weight.

The goal may be made either by a clear throw or by bouncing against the backboard.

To qualify in this event for a first test badge, a girl must make two goals in six trials.

To qualify in this event for a second test badge, a girl must make three goals in six trials.

### **Balancing**

A standard balance beam, 12 feet long and 2 inches wide, may be used, or a 2 by 4-inch plank, set on the 2-inch side. The length shall be 12 feet.

There is no time limit in this event but there should be an endeavor to meet the requirements promptly, without haste, and with perfect poise.

In the first test the girl starts from the center of beam, walks forward to the end, without turning, walks backward to center; turns and walks forward to other end; turns and walks forward to starting point.

In the second test the girl starts from center of beam with a bean bag or book balanced on her head and walks forward to the end; turns and walks forward the entire length of the balance beam; without turning, walks backward to starting point.

Two trials are allowed in each test.

### **Running and Catching**

At a distance of 30 feet from the starting line and parallel to it, stretch a cord 10 feet from the ground.

On the signal the girl runs from the starting line, tosses a basketball or a volley ball over the cord, catches it, and runs back to the starting line. Three such trips are made, finishing at the starting line. In case of failure to catch the ball, it must be secured, tossed over the cord (either direction) and caught before continuing the run.

The starting line and the cord should both be well away from any wall, backstop, or other object, so that neither the contestant nor the ball shall touch any obstruction during the run.

To qualify for a badge in this event, the three trips must be made in 20 seconds.

### **Throwing for Distance**

A circle 6 feet in diameter shall be marked on the floor or ground. In throwing, contestants shall not touch outside the circle with any part of the body until after the ball has struck the ground. If any part of the body touches outside the circle, the distance made shall not be recorded but the throw shall count as one trial. Three trials are allowed and the best throw shall be taken as the record. The throw is to be made with one hand, and the distance required to qualify is 42 feet with a basketball or 44 feet with a volley ball. If this test is made out of doors, it should be done on a day when the wind does not blow.

### **Volley Ball Serving**

A volley ball net or piece of cord shall be stretched at a center height 8 feet across the playing space. Twenty-four feet distant a line shall be drawn on the floor or ground parallel to the net. The contestant with volley ball in hand shall stand facing the net and toeing the line with either foot. She tosses the ball with one hand as in tennis and strikes it with the other hand over the net so that it shall fall within a square 10 by 10 feet. This square shall be marked on the floor or ground 10 feet from the net and at right angles to it. Five trials are allowed to make three aces. If the contestant steps forward over the line before the ball strikes the ground, no score is allowed, but it counts as one trial.



### *Badges*

The following badges have been adopted for the three different classes :



The badge for the first test is distinguished by one star, the badge for the second test by two stars, the badge for the third test by three stars. All the badges are in bronze.

Each girl passing the tests should be allowed to pay for her own badge, just as a young woman at college elected to Phi Beta Kappa pays for the key awarded.

Further details regarding methods of securing badges may be had by writing the Playground and Recreation Association of America, 1 Madison av., New York City.

### **Other Equivalents That May Be Accepted as Meeting the Requirements in Supervised Recreation**

1 Must be approximately equivalent, qualitatively and quantitatively.

2 May be substituted for as many as three of the four hours of supervised recreation that may be required each week, but not for periods scheduled in regular school time.

3 The following substitutes are suggested:

a Active or outdoor clubs with such object as the following in view:

(1) Walking or "hiking."

(2) Field work in botany, woodcraft, forestry, horticulture, zoology, biology, surveying, sanitation, health service, first aid, life saving, street cleaning, scouting, rifle practice, camping and camp construction, wall scaling, fence making, swamp draining, bridge building and wall building. Such clubs must be organized under reliable, mature direction, a teacher in the school or some competent public-spirited citizen. Clubs must meet regularly, give an equivalent physical activity and supply regular reliable reports to the supervisor or teacher of physical training.

*b* Well-established community, state or national organizations from which regular and reliable records of pupil's activity may be easily secured by the supervisor or teacher of physical training.

*c* Personal activities which may serve as equivalents.

(1) On recommendation of the teacher in charge of physical training, the principal or other officer in charge of the school may excuse pupils from a part of the organized play requirement when their activities outside the school include an approximate recreational equivalent.

(2) Such substitution should not be permitted for more than three of the four hours that may be required each week in organized recreation.

(3) Among the activities that may be so substituted by girls or boys are walking, skating, swimming, horseback riding, plowing, haying, gardening, wood-chopping, road work, surveying and various active home projects.

*d* No substitute for or equivalent to the recreational requirement may be accepted which would lead to the inactivity of pupils during regular periods scheduled during school hours. As a rule, such substitutes or equivalents may be balanced only against periods scheduled at the end of the school day when the other work of the day's session has been finished.

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## PHYSICAL TRAINING E

### Gymnastic Drills and Marching

1 Under the direction of a special teacher of physical training.  
2 Required for a minimum of two half-hour periods a week; not to include time spent in preparation for exercise or for return to a subsequent recitation.

3 Uniform urged: a sleeveless white shirt, white knee running trousers, socks and soft-soled shoes (sneakers) for boys and a simple bloomer outfit for girls. Uniforms must be kept clean. It is a good plan for each pupil, particularly for boys whose uniforms are white, to have two outfits. Pupils should be dressed as lightly and as comfortably as possible during their exercise periods. If uniforms can not be provided, outer coats and collars may be removed and regular shoes exchanged for tennis, gymnasium or other soft-soled shoes.

4 Exercise period should be followed, if possible, by a bath and a clean towel.

5 Pupils should take physical training appropriate to their grade. The child should not work in one group one day and in another group another day. Unless there are serious reasons to the contrary, classes should be scheduled intact.

6 No class ought to meet for exercise within an hour after its lunch period.

7 Teacher is expected to emphasize (a) posture, (b) discipline and (c) health through the development of habits of posture, habits of obedience to command, and habits of healthful exercise. These drill periods can be useful only as they produce habits.

8 The marching tactics taught are to conform with such parts of the United States Infantry Drill regulations as are reasonably applicable to school equipment and conditions.

9 Each period should be divided into three parts:

*a* Elementary marching.

*b* Mass gymnastic drills with or without hand apparatus.

*c* Gymnastic games, group dancing or squad work on apparatus.

10 All exercises in the drills presented here from grade 6 on have been written as "two-count" or "four-count" movements. In

leading a drill it is better not to count from 1 to 8 or from 1 to 16, but rather 1-2 and repeat, or 1-2-3-4 and repeat.

11 The teacher of physical training will provide his own program for the third division of the gymnastic period (see 9c above).

12 *Schools may submit drills of their own for the approval of the State Department of Education. Unless such drills are submitted to, and approved by, the State Department of Education, the drills in the following syllabus must be used.*

13 More advanced classes that have had no experience will have to begin their work with the drills laid down for the more elementary classes and progress as rapidly as they reasonably can to the work laid out for the grade or term to which they belong.

14 The drills presented here for grades 1 to 5 inclusive, have been taken with some modification from the syllabus on physical training now used in the public schools of Buffalo under the direction of Miss Alta Wiggins. The drills from grade 6 to the last term in the high school inclusive, were prepared for this syllabus by Frederic A. Woll, assistant professor of hygiene, College of the City of New York. The drills from 1 to 5 inclusive, are planned for use in the classroom. They may be adapted easily to the exercising hall.

## GRADE 1: FIRST HALF YEAR

### First month

#### Lesson 1

NOTE: The following drills from 1 to 5 inclusive, are planned for the classroom. They may be adapted for the exercising hall by omitting the work which is indicated for use in the classroom.

#### 1 *Relaxation:*

(In classroom) Class, stand in aisles and stretch! Attention!

(In exercising hall) Class, Stretch! Attention!

Let each pupil stretch in the way he chooses (see page 54).

"Attention" or "Position" should be correct posture—"chest over toes" or "chest high" and arms hanging easily at sides.

May use "elevation cues" (see page 143).

#### 2 *Marching:*

Follow one directly behind another.

Develop leadership.

3 *Breathing:*

Standing in "position," hands on hips.

*a* Inhale! (Slowly, through nose)

*b* Exhale!

Repeat four or five times.

*or*

*a* Arms sideward upward, Inhale! rise on toes.

*b* Arms sideward downward, Exhale!

4 *Group dances, games or play.*

## Second month

## Lesson 2

1 *Relaxation:* See lesson 1.

2 *Marching:*

(In classroom) In and out, up and down the aisles.

(In exercising hall) Follow a zigzag course, one directly behind another.

3 *Mass drill:**Group A*

*a* 1 Arms sideward, Raise!

2 Position.

*b* 1 Arms forward upward, Raise!

2 Position.

Each four times.

*Group B*

From — Arms sideways to fingers on shoulders, Raise!

*a* 1 Trunk forward, Bend!

2 Position.

Four times.

4 *Breathing:* See lesson 1.

5 *Group dances, games and play*

## Third month

## Lesson 3

1 *Relaxation*

2 *Marching:*

Repeat lesson 2 running.

3 *Mass drill:*

*Group A*

*a* 1 Arms backward, Raise!

2 Position.

*b* 1 Arms forward, Raise!

2 Position.

*c* 1 Heels, Raise!

2 Position.

Each four times.

*Group B*

From — Arms sideward, hands on shoulders, Raise!

*a* 1 Trunk forward, Bend!

2 Position.

Four times.

4 *Breathing*

5 *Group dances, games and play*

**Fourth month****Lesson 4**

1 *Relaxation*

2 *Marching:*

Forward, March! Run! Halt!

3 *Mass drill:*

*Group A*

*a* 1 Arms backward, and heels, Raise!

2 Position.

*b* 1 Arms sideward and heels, Raise!

2 Position.

*c* 1 Arms forward

2 Position.

Each four times.

*Group B*

*a* 1 Arms sideward and trunk forward, Bend!

2 Position.

Four times.

4 *Breathing:* See lesson 1.

5 *Group dances, games and plays*



**Fifth month****Lesson 5**1 *Relaxation*2 *Marching:*

(In classroom) Single file or by twos, if possible, running and skipping in and out up and down the aisles.

(In exercising hall) Single file, or by twos, running and skipping a zigzag course.

*Group A*3 *Mass drill:*

a 1 Arms backward, Raise!

2 Arms, sideward, Place!

3 Position.

b 1 Arms sideward and heels, Raise!

2 Position.

Each four times.

*Group B*

a (In classroom) (1) Hands on desks, half deep knee bend, Bend!

(2) Position.

b (In exercising hall) (1) Arms forward, Raise!

(2) Half deep knee bend, Bend!

(3) Position.

4 *Breathing*5 *Group dances, games and plays***GRADE 1: SECOND HALF YEAR****First month****Lesson 1**1 *Relaxation*2 *Marching:*

Single file; each pupil to have practice as leader. Leader to carry flag or wear paper cap. Use any fitting device to stimulate interest in celebrating special days of the month.

3 *Mass drill:*

*Group A*

- a* 1 Arms forward to hands on shoulders, Raise!
  - 2 Elbows up! Back! Down!
  - 3 Position.
  - b* 1 Arms forward upward, Raise! (*Head erect!!*)
  - 2 Position.
- Each four times.

*Group B*

- a* 1 Trunk forward, Bend!
  - 2 Position.
  - b* 1 Arms sideward to hands on shoulders, Raise!
  - 2 Trunk forward, Bend!
  - 3 Position.
- Each three times.

4 *Breathing:*

Standing in "position" hands on hips.

*a* Inhale! (Slowly, through nose)

*b* Exhale!

Repeat four or five times.

*or*

*a* Arms sideward upward, Inhale! rise on toes.

*b* Arms sideward downward, Exhale!

5 *Group dances, games and plays***Second month****Lesson 2**1 *Relaxation*2 *Marching:*

Marching

Running

Skipping

} Single and double circles.

3 *Mass drill:**Group A*

- a* 1 Arms sideward, Raise!
  - 2 Arms, upward and heels, Raise!
  - 3 Position.
  - b* 1 Arms forward, Raise!
  - 2 Arms upward and heels, Raise!
  - 3 Position.
- Each four times.

*Group B*

- a 1 Arms sideward, Raise!
- 2 Trunk forward, Bend!
- 3 Position.  
Four times.
- 4 *Breathing*: See lesson 1.
- 5 *Group dances, games and play*

**Third month****Lesson 3**

- 1 *Relaxation*
- 2 *Marching*:  
Forward, March! Run! Skip! Halt!
- 3 *Mass drill*:

*Group A*

- a 1 Arms sideward (palms up), Raise!
- 2 Position.
- b 1 Right (left) arm forward upward, left (right) arm backward, Raise!
- 2 Position (Face and point to one of the cardinal points of the compass each time)  
Each four times.

*Group B*

- a 1 Right (left) arm forward, Raise!
- 2 Trunk forward, Bend! (touch floor)
- 3 Position.  
Four times.
- 4 *Breathing*: See lesson 1.
- 5 *Group dances, games and play*

**Fourth month****Lesson 4**

- 1 *Relaxation*
- 2 *Marching*:  
Double file, hands joined shoulder high, change direction at signal.
- 3 *Mass drill*:

*Group A*

- a 1 Arms sideward, Raise! (palms up)
- 2 Backward circle, Begin! (four times. Count one for each circle)
- 3 Position

- b* 1 Right (left) arm forward upward, left (right) arm backward, Raise!  
 2 Heels, Raise!  
 3 Position.  
 Four times.

*Group B*

- a* 1 Feet sideward, Place!  
 2 Arms sideward, Raise!  
 3 Trunk forward, Bend!  
 4 Position.  
 Four times.

4 *Breathing*

5 *Group dances, games and play*

**Fifth month**

**Lesson 5**

1 *Relaxation*

2 *Marching:*

Marching } Single and double files. In circle, in spiral and  
 Running } any other simple figure.

3 *Mass drill:*

*Group A*

- a* 1 Arms forward, Raise! Four times.  
 2 Outward circles, Begin! (count one for each circle)  
 3 Position.  
*b* 1 Arms sideward to hands on shoulders, Raise!  
 2 Left arm upward, right arm downward, Thrust!  
 3 Arms, change! (Bring arms to shoulders and then thrust. Done in two counts).  
 4 Position.  
 Each four times.

*Group B*

- 1 Hips, Firm!  
 2 Feet sideward, Place!  
 3 Trunk forward, Bend!  
 4 Position!  
 Four times.

4 *Breathing*

5 *Group dances, games and play*



## GRADE 2: FIRST TERM

## First month

## Lesson 1

- 1 *Relaxation*
- 2 *Marching:*  
Review
- 3 *Mass drill:*

*Group A*

- a* 1 Arms sideward upward, hands on shoulders, Raise!
  - 2 Arms upward and heels, Raise!
  - 3 Position.
  - b* 1 Arms forward, hands on chest, Raise!
  - 2 Thrust arms forward and heels, Raise!
  - 3 Position.
- Each four times.

*Group B*

- a* 1 Arms sideward and feet sideward, Place!
  - 2 Trunk forward, Bend!
- Four times.

4 *Breathing:*

Standing in "position," hands on hips.

- a* Inhale! (Slowly, through nose)
- b* Exhale!

Repeat four or five times

*or*

- a* Arms sideward upward, Inhale! rise on toes.
- b* Arms sideward downward, Exhale!

5 *Group dances, games and play*

## Second month

## Lesson 2

- 1 *Relaxation*
- 2 *Marching:*  
In circle with hands joined shoulder high.  
To left, March!  
To right, March!
- 3 *Mass drill:*

*Group A*

- a* 1 Left arm sideward upward, right arm half sideward, Raise!
- 2 Arms, Change! (lower left arm, raise right arm)
- 3 Position.
- b* 1 Left (right) arm sideward upward, right (left) arm half sideward, and heels, Raise!
- Each four times.

*Group B*

- a* 1 Arms sideward and feet sideward, Place!
- 2 Arms forward, knees, Bend!
- 3 Position.
- Four times.
- 4 *Breathing*: See last lesson.
- 5 *Group dances, games and play*

**Third month****Lesson 3**

- 1 *Relaxation*
- 2 *Marching*:
  - a* March in closed circle.
  - b* To left (right) March! Run! Halt!
- 3 *Mass drill*:

*Group A*

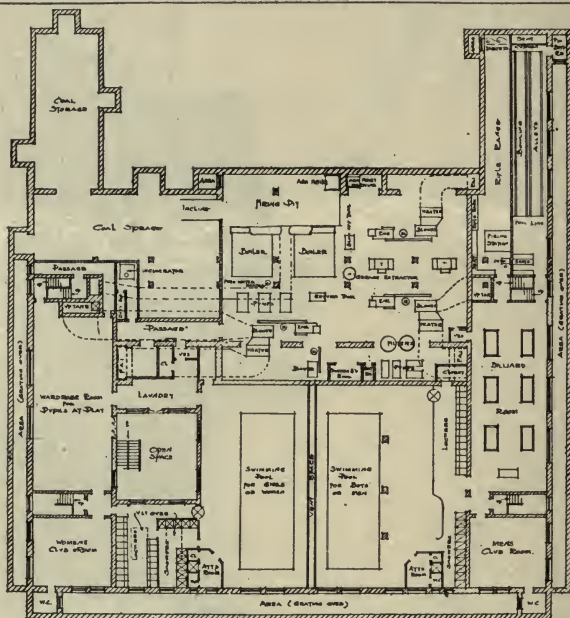
- a* 1 Arms backward, Raise!
- 2 Heels, Raise!
- 3 Position.
- b* 1 Arms backward, Raise!
- 2 Arms forward and heels, Raise!
- 3 Position.
- Each four times.

*Group B*

- a* 1 Hips, Firm!
- 2 Half deep knee bend, Bend!
- 3 Position.
- Four times.
- 4 *Breathing*
- 5 *Group dances, games and plays*



SKETCH SHOWING MAIN FRONT OF NEW PUBLIC SCHOOL 29, HENRY, HARRISON AND BALTIC STREETS,  
BOROUGH OF BROOKLYN



PLAN OF BASEMENT  
 SCALE 1/8" = 1'-0"  
 DUPLICATE SCHOOL

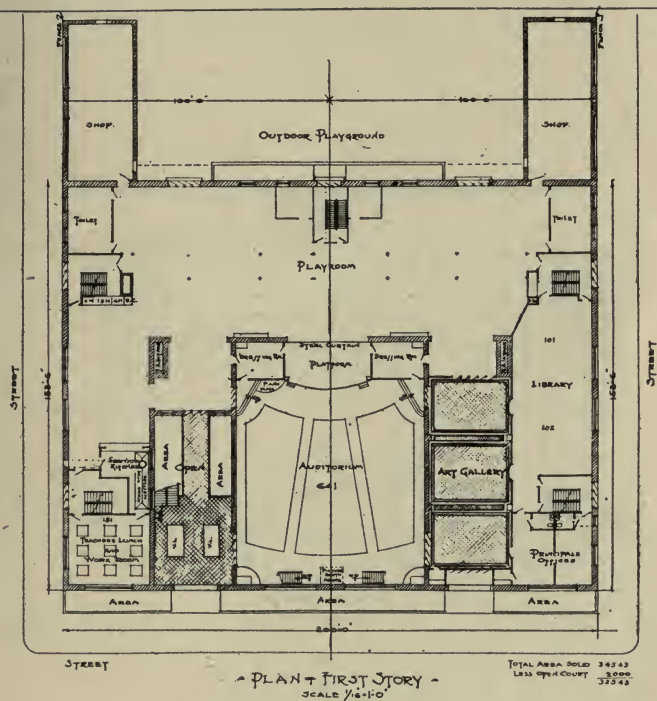
C.B.J. SK. 100.  
 ARCHT. & ENGRS. OF SCHOOL BUILDINGS  
 1000 Ave. D. ST. J.C. N.C.

AY
3061C
3062
3063
3064

### BASEMENT PLAN

Follow the line of stairways down from the first story plan. Note that they lead directly to exits, that from the left-hand court down to the open area being for special use of pupils going to or from the locker room without passing through the building. Pure water in the swimming pools is at all times assured by the use of chemical filters through which the water is being constantly circulated. The filters, together with the reheaters, are all located in the engine room, so as to reduce the need of the operating force entering the swimming pool inclosure.



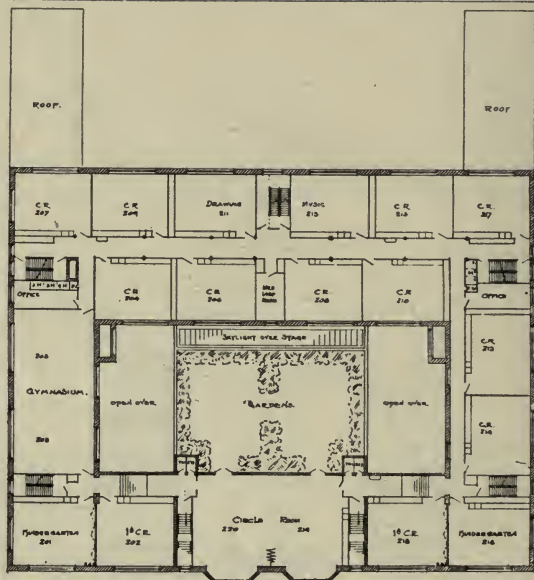


- PLANT FIRST STORY -  
SCALE 1/8" = 1'-0"

- DUPLICATE SCHOOL -

### FIRST STORY PLAN

Note possibility of ready control through location of the principal's office, the janitor's office, within easy reach, the library, with stairway communication at either end and opening directly upon the entrance hall. The ten sets of exit doors opening directly to the outer air, and widely distributed, insure against congestion at times of dismissal.



Net Area 23340 sq

- PLAN of SECOND STORY -  
SCALE 1/4" = 1'-0"

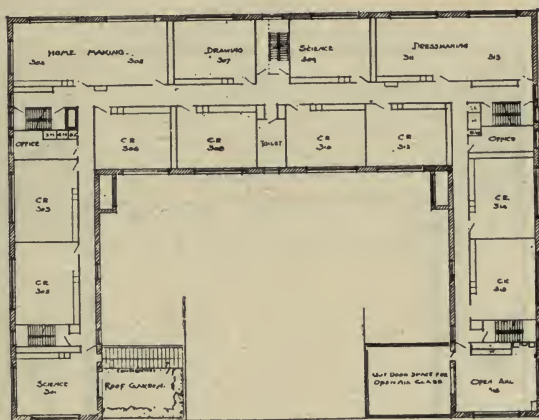
- DUPLICATE SCHOOL -

C.B. J. SMITH  
ARCH & SUP'T of SCHOOLS BUILDINGS  
PARK AVE 839TH ST, N.Y.C.

SKETCH  
SHEET  
SHEETS 4-  
ARCH AVE

### SECOND STORY PLAN

The six rooms across the front, together with the roof playground, are for the infant school. Folding-door partitions divide the kindergartens and the 1A classrooms. The circle room, 34 by 60 feet, is subdivided in the same way. Here there are three large spaces splendidly located and easily adapted for social service work. The gymnasium on the girl's side may be duplicated in the other wing for the use of the boys.



611 Ave. A. 10320 f

- PLAN of THIRD STORY -  
SCALE 1/4" = 1'-0"

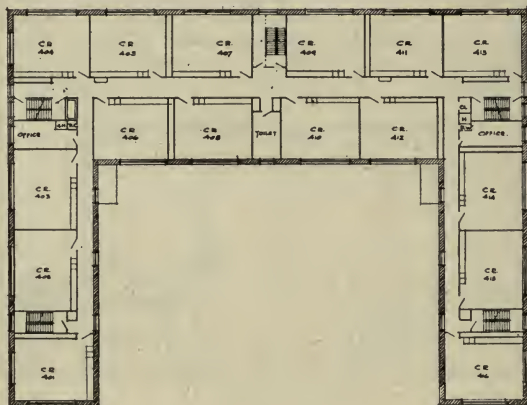
- DUPLICATE SCHOOL -

C.D. SNYDER.  
ARCHT & SUPR of SCHOOL BUILDINGS  
PARK AVE. 839 1/2 ST. N.Y.C.

E
D
C
SKETCH D
SHEET A
SHEET 14 OF 16
ANN AUG 17 '10

### THIRD STORY PLAN

The science room, no. 301, has a door communicating direct to the conservatory and thence to the roof garden, which, with its abundance of light and air, may readily be used in growing such plants as may be of special interest. The open-air classroom, no. 316, also has its outdoor space, which the anemic children will find both enjoyable and beneficial through the opportunity for sun baths.



• PLAN OF FOURTH STORY •  
SCALE 1/16" = 1'-0"

- DUPLICATE SCHOOL -

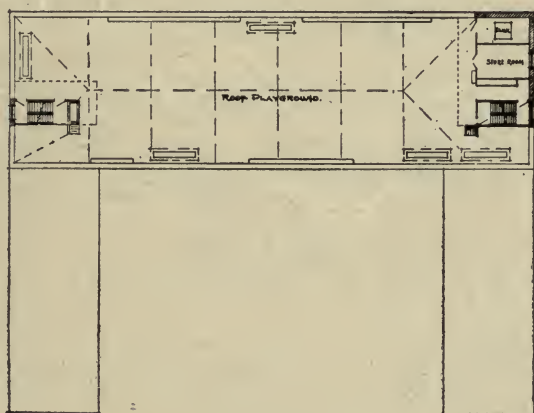
C. D. J. SNYDER,  
ARCHT & SUPT. OF SCHOOL BUILDINGS  
PARK AVE. & 59TH ST., N.Y.C.

SKETCH D
SHEET 5
SHEET 11 511 6
ANN AUG 17/16

#### FOURTH STORY PLAN

This is given over almost entirely to classrooms. The arrangements of partitions and flue spaces are such as to permit of double-unit rooms being formed if such be required.





- PLAN of ROOF PLAYGROUND -  
SCALE  $\frac{1}{16} = 1'-0"$

- DUPLICATE SCHOOL -

C.D. Snyder,  
Arch. & Eng. of School Buildings  
Park Ave. & 59th St., NYC

DR.
CN.
SKETCH D
Sheet G
Sheet of Set G
APR 1927/10

MAIN ROOF WITH PLAYGROUND PAVED WITH TILE AND SCREENED IN  
WITH WIRE NETTING



**Fourth month****Lesson 4**1 *Relaxation*2 *Marching:*

In single circle. Pupils follow one behind another, hands on shoulders.

3 *Mass drill:**Group A*

a 1 Arms behind back, Place!

2 Arms sideward upward, Raise!

3 Position.

b 1 Arms behind back and half deep knee, Bend!

2 Arms sideward upward, and heels, Raise!

3 Position.

*Group B*

a 1 Hips, Firm!

2 Trunk forward, Bend!

3 Position.

4 *Breathing*5 *Group dances, games and play***Fifth month****Lesson 5**1 *Relaxation*2 *Marching:*

Select from previous lessons.

3 *Mass drill:**Group A*

a 1 Left (right) arm forward upward, right (left) arm backward, Raise!

2 Left (right) leg forward, Step!

3 Position.

b 1 Arms backward, left (right) leg backward, Step!

2 Position!

Each four times.

*Group B*

a 1 Feet sideward, Place!

2 Arms sideward, Raise!

3 Trunk forward, Bend!

4 Position.

Four times.

4 *Breathing*5 *Group dances, games and play*

## GRADE 2: SECOND HALF YEAR

## First month

## Lesson 1

1 *Relaxation*2 *Marching:*

Marching	}	Up and down, in and out of aisles in classroom, zigzag, spiral or other figures in exercising hall.
Running		
Skipping		

3 *Mass drill:**Group A*

a 1 Arms forward to hands on shoulders, Raise!

2 Elbows, Up! Back! Down!

3 Position.

b 1 Arms forward, Raise!

2 Left leg forward, Step!

3 Heel, Raise!

Each four times.

*Group B*

a 1 Arms sideward, hands on shoulders, Raise!

2 Trunk left (right) sideward, Bend!

3 Position.

Four times.

4 *Breathing:*

Standing in "position," hands on hips.

a Inhale! (Slowly, through nose)

b Exhale!

Repeat four or five times

*or*

a Arms sideward upward, Inhale! rise on toes.

b Arms sideward downward, Exhale!

5 *Group dances, games and play*

## Second month

## Lesson 2

1 *Relaxation*2 *Marching:*

Running, double file, hands joined, shoulder high, change direction upon signal. Repeat exercise, hands on hips.

3 *Mass drill:*



*Group A*

- a* 1 Arms sideward, Raise!
- 2 Left leg left sideward, Step!
- 3 Position.
- b* 1 Arms forward, Raise!
- 2 Left leg left sideward, Step!
- 3 Position.

Each four times.

*Group B*

- a* 1 Arms sideward, feet sideward, Place!
- 2 Trunk forward, Bend!
- 3 Position.

Four times.

- 4 *Breathing*: See last lesson.
- 5 *Group dances, games and play*

**Third month****Lesson 3**

- 1 *Relaxation*
- 2 *Marching*:  
Choose from previous lessons.
- 3 *Mass drill*:

*Group A*

- a* 1 Arms sideward, left leg left sideward, Step!
- 2 Heels, Raise!
- 3 Position.
- b* 1 Arms forward, left leg forward, Step!
- 2 Arms upward, heels, Raise!
- 3 Position.

Each four times.

*Group B*

- a* 1 Feet sideward, Place!
- 2 Arms sideward, Raise!
- 3 Trunk left sideward, Bend!
- 4 Trunk, Raise!
- 5 Position.

Three times.

- 4 *Breathing*
- 5 *Group dances, games and play*

**Fourth month****Lesson 4**1 *Relaxation*2 *Marching:*

Skipping double file, hands joined, shoulder high, change direction upon signal. Repeat exercise with hands on hips.

3 *Mass drill:**Group A*

a 1 Arms sideward, Raise!

2 Arms upward and heels, Raise!

3 Position.

b 1 Arms backward, left leg backward, Place!

2 Position.

Each four times.

*Group B*a 1 Arms forward upward, Raise! (*Head erect!!*)

2 Left leg forward, Bend! (Arms downward to touch floor with hands).

3 Arms upward and trunk upward, Raise!

4 Position.

Four times.

4 *Breathing*5 *Group dances, games and play***Fifth month****Lesson 5**1 *Relaxation*2 *Marching:*

Choose from previous lessons.

3 *Mass drill:**Group A*

a 1 Arms forward, Raise!

2 Arms upward, Raise! (*Head erect!!*)

3 Position.

b 1 Hips, Firm!

2 Left knee, Raise!

3 Position.

Each four times.

*Group B*

- a* 1 Hips, Firm!
- 2 Trunk forward, Bend!
- 3 Trunk, Raise!
- b* 1 Trunk backward, Bend!
- 2 Trunk, Raise!
- 3 Position.

Each two times.

4 *Breathing*5 *Group dances, games and play*

## GRADE 3: FIRST HALF YEAR

## First month

## Lesson 1

1 *Relaxation*2 *Marching:*

Follow step:

- a* 1 Step left leg forward.
- 2 Bring right foot to left (heels will then be together).  
Repeat half way around the room.
- b* 1 Step right left forward.
- 2 Bring left foot to right foot. Repeat half way around the room.

3 *Mass drill:**Group A*

- a* 1 Arms forward, Raise!
- 2 Left knee upward, Raise!
- 3 Position.
- b* 1 Arms forward and left knee, Raise!
- 2 Position.

Each four times.

*Group B*

- a* 1 Hips, Firm!
  - 2 Trunk left, Twist!
- Four times.

4 *Breathing:*

Standing in "position," hands on hips.

- a* Inhale! (Slowly, through nose)

*b* Exhale!

Repeat four or five times

*or*

*a* Arms sideward upward, Inhale! rise on toes.

*b* Arms sideward downward, Exhale!

5 *Group dances, games and play*

## Second month

### Lesson 2

1 *Relaxation*

2 *Marching:*

From — Hands on Hips, Place!

Alternate follow step.

*a* 1 Step left leg forward.

2 Bring right foot to left foot (heels will then be together)

3 Step right leg forward.

4 Bring left foot to right foot. Repeat around the room.

3 *Mass drill:*

#### *Group A*

*a* 1 Arms sideward and feet sideward, Place!

2 Arms upward and heels, Raise!

3 Arms sideward and heels, Sink!

4 Position.

Four times.

#### *Group B*

*a* 1 Arms sideward and feet sideward, Place!

2 Trunk left sideward, Twist!

3 Trunk forward, Twist!

4 Position.

Four times.

4 *Breathing:* See lesson 1.

5 *Group dances, games and play*

## Third month

### Lesson 3

1 *Relaxation*

2 *Marching:*

Repeat previous lessons in double column.

3 *Mass drill:*



*Group A*

- a* 1 Arms forward, left knee and heel, Raise!
- 2 Position.

- b* 1 Arms forward, Raise!
- 2 Left leg forward, Step!
- 3 Heels, Raise!
- 4 Heels, Sink!
- 5 Position.

Each four times.

*Group B*

- a* 1 Hips, Firm!
- 2 Left leg forward, Step!
- 3 Trunk left sideward, Bend!
- 4 Trunk, Raise!
- 5 Position.

Each four times.

4 *Breathing*: See lesson 1.

5 *Group dances, games and play*

**Fourth month****Lesson 4**

1 *Relaxation*

2 *Marching*:

Repeat previous lessons with alternate left and right turns of the body. First in single file with "hips, firm!" Then in double column holding inside hands, swinging arms up and down as the steps are taken.

3 *Mass drill*:

*Group A*

- a* 1 Arms forward to hands on chest, Place!
- 2 Thrust arms forward and heels, Raise!
- 3 Arm to chest, Place!
- 4 Thrust arms sideward and heels, Raise!
- 5 Arms to chest, Place!
- 6 Thrust arms upward and heels, Raise!
- 7 Hands on chest, Place!
- 8 Repeat 2, 3, 4, 5, 6 and 7 to count of 1, 2-1, 2, etc.
- 9 Position.

Each two times.

*Group B*

- a 1 Arms sideward and left leg forward, Step!
- 2 Trunk backward, Bend!
- 3 Position.

Four times.

4 *Breathing*

5 *Group dances, games and play*

**Fifth month****Lesson 5**

1 *Relaxation*

2 *Marching:*

Choose from previous lessons.

3 *Mass drill:*

*Group A*

a 1 Arms sideward, Raise!

2 Left leg sideward, Step!

3 Position.

b 1 Hips, Firm!

2 Arms sideward and left leg sideward, Step!

3 Heels, Raise!

4 Heels, Sink!

5 Position.

Each four times.

*Group B*

a 1 Arms sideward, and left leg sideward, Step!

2 Trunk left sideward, Bend!

3 Trunk, Raise!

4 Position.

Four times.

4 *Breathing*

5 *Group dances, games and play*

**GRADE 3: SECOND HALF YEAR****First month****Lesson 1**

1 *Relaxation*

2 *Marching:*

Follow step alternately half way around the room; finish with skipping forward.

3 *Mass drill:*

*Group A*

- a 1 Hips, Firm!
- 2 Left arm upward, right arm downward.
- 3 Left leg sideward and heels, Raise!
- 4 Position.
- b 1 Arms half sideward, Bend! (Raise arms sideward, bend at elbows to form a right angle.)
- 2 Half deep knee, Bend!
- 3 Position.
- Each four times.

*Group B*

- a 1 Arms half sideward and feet sideward, Place!
- 2 Arms sideward and trunk left sideward, Bend!
- 3 Position.
- Four times.
- 4 *Breathing:*
- Standing in "position," hands on hips.
- a Inhale! (Slowly, through nose)
- b Exhale!
- Repeat four or five times.
- or
- a Arms sideward upward, Inhale! Rise on toes.
- b Arms sideward downward, Exhale!
- 5 *Group dances, games and play*

**Second month**

**Lesson 2**

- 1 *Relaxation*
- 2 *Marching:*
- Skip left sideward half way around the room, finish right sideward.
- 3 *Mass drill:*

*Group A*

- a 1 Arms sideward, Raise!
- 2 Backward arm circles, Begin (count 4, one for each circle).
- 3 Position.
- b 1 Arms forward upward, Raise!
- 2 Outward arm circles, Begin (count 4, one for each circle).
- 3 Position.
- Each four times.

*Group B*

- a 1 Hips, Firm!
- 2 Straddle, Jump!
- 3 Trunk, forward, Bend!
- 4 Trunk, Raise!
- 5 Position.

Four times.

- 4 *Breathing*: See lesson 1.
- 5 *Group dances, games and play*

**Third month****Lesson 3**

- 1 *Relaxation*
- 2 *Marching*:

Walk four steps forward, then run four short steps forward.  
Repeat around the room. (Make other combinations of walking and running steps.)

- 3 *Mass drill*:

*Group A*

- a 1 Arms forward and left leg forward, Step!
- 2 Arms upward and left knee, Bend! (*Head erect!!*)
- 3 Arms forward left knee, Straight!
- 4 Position.
- b 1 Arms sideward and left leg sideward, Step!
- 2 Arms upward, left knee, Bend!
- 3 Arms sideward, left knee, Straight!
- 4 Position.

Each four times.

*Group B*

- a 1 Arms forward, left leg forward, Step!
- 2 Trunk forward, left knee, Bend!
- 3 Trunk and left knee, Straight!
- 4 Position.
- b 1 Arms sideward, left leg sideward, Step!
- 2 Trunk left and left knee, Bend!
- 3 Trunk and knee, Straight!
- 4 Position.

Each four times.

- 4 *Breathing*
- 5 *Group dances, games and play*



## Fourth month

## Lesson 4

1 *Relaxation*2 *Marching:*

Choose from previous lessons.

3 *Mass drill:**Group A*

a 1 Arms forward upward, stride stand, Jump! (left leg forward) (Head erect!!)

2 Arms sideward, left knee, Bend!

3 Arms upward and knee, Straight!

4 Position.

b 1 Arms sideward upward, and straddle, Jump!

2 Arms sideward, left knee, Bend!

3 Arms upward and left knee, Straight!

4 Position.

Each four times.

*Group B*

a 1 Arms forward upward, stride stand, Jump! (Head erect!!)

2 Arms sideward, bend left knee, and trunk left, Twist!

3 Arms upward, left knee and trunk, Straight!

4 Position.

b 1 Arms sideward upward, straddle, Jump!

2 Arms sideward left knee and trunk left, Bend!

3 Arms upward, knee and trunk, Straight!

4 Position.

Each four times.

4 *Breathing*5 *Group dances, games and play*

## Fifth month

## Lesson 5

1 *Relaxation*2 *Marching:*

Choose from previous lessons.

3 *Mass drill:**Group A*

a 1 Arms backward, left leg backward, Raise!

2 Arms forward, left leg backward, Step!

3 Position.

- b* 1 Arms sideward, left leg sideward, Raise!
- 2 Arms upward, left leg sideward, Step!
- 3 Position.
- Each four times.

#### *Group B*

- a* 1 Arms sideward and trunk forward, Bend!
- 2 Arms upward, raise trunk and left leg forward, Step!
- 3 Arms sideward, trunk forward and left leg backward, Step!
- 4 Position.
- b* 1 Arms sideward, trunk left sideward, Bend!
- 2 Arms upward, raise trunk, left leg left sideward, Step!
- 3 Arms sideward, bend trunk left, left leg, Replace!
- 4 Position.
- Each four times.

#### 4 *Breathing*

#### 5 *Group dances, games and play*

### GRADE 4: FIRST HALF YEAR

#### First month

#### Lesson 1

- 1 *Relaxation*
- 2 *Marching:*
  - a* Simple marching in single and in double columns.
  - b* Follow step, alternately right and left. (See lesson 1, first month, grade 3.)
- 3 *Mass drill:*

#### *Group A*

- a* 1 Arms forward, Raise!
- 2 Position.
- b* 1 Arms forward and deep knee, Bend!
- 2 Position.
- c* 1 Arms forward upward and heels, Raise! (*Head erect!!*)
- 2 Position.
- Each four times.

#### *Group B*

- a* 1 Arms sideward, trunk forward, Bend!
- 2 Position.
- b* 1 Arms sideward, trunk left, Twist!
- 2 Position.
- Each four times.

4 *Breathing:*

Standing in "position," hands on hips.

*a* Inhale! (Slowly, through nose.)

*b* Exhale!

Repeat four or five times.

*or*

*a* Arms sideward upward, Inhale! Rise on toes.

*b* Arms sideward downward, Exhale!

5 *Group dances, games and play*

## Second month

## Lesson 2

1 *Relaxation*2 *Marching:*

*a* Select any single marching and running.

*b* Follow step, alternately right and left. Raise the advancing foot in front of the other leg.

3 *Mass drill:**Group A*

*a* 1 Arms sideward and left leg sideward, Step!

2 Left sideward, Sway! Shift weight to left leg, raise right heel. Repeat the swaying left and right four times, then

3 Position.

*b* 1 Arms sideward upward to arch (elbows bent and finger tips touching over the head), Raise!

2 Deep knee, Bend!

3 Position.

Each four times.

*Group B*

*a* 1 Hips, Firm!

2 Twist trunk left and left leg sideward, Step!

3 Trunk right, Twist!

4 Position.

*b* 1 Arms sideward, trunk forward, Bend!

2 Position.

Each four times.

4 *Breathing:* See lesson 1.5 *Group dances, games and play*

### Third month

#### Lesson 3

1 *Relaxation*

2 *Marching:*

Select from previous lessons. Try to have pupils. keep good "time."

3 *Mass drill:*

#### *Group A*

a 1 Arms sideward and left leg forward, Step!

2 Forward, Sway! (Shift weight to the left leg, raise right heel.)

3 Backward, Sway! (Repeat swaying forward and backward four times.)

4 Position.

b 1 Arms forward upward and heels, Raise! (*Head erect!!*)

2 Arms forward, and deep knee, Bend!

3 Arms upward and knees, Straight!

4 Position.

Four times.

#### *Group B*

a 1 Arms forward upward, Trunk forward and downward, (*head erect!!*) Bend! (Try to touch fingers to floor.)

2 Trunk, Raise!

3 Position.

b 1 Arms sideward, left foot left sideways and trunk left sideward, Bend!

2 Position.

Each four times.

4 *Breathing*

5 *Group dances, games and play*

### Fourth month

#### Lesson 4

1 *Relaxation*

2 *Marching:*

Select from previous lessons.

3 *Mass drill:*



*Group A*

- a** 1 Arms backward, Raise!
  - 2 Arms forward upward and left leg forward, Step!  
(*Head erect!!*)
  - 3 Position.
  - b** 1 Arms sideward, Raise!
  - 2 Arms forward upward and left leg sideways, Step!
  - 3 Position.
- Each four times.

*Group B*

- a** 1 Hands on chest, straddle, Jump!
  - 2 Thrust arms downward, trunk forward, Bend!
  - 3 Hands on chest, trunk, Raise!
  - 4 Jump to — Position.
  - b** 1 Arms sideward upward, trunk forward and straddle,  
Jump!
  - 2 Position.
- Each four times.

4 *Breathing*

5 *Group dances, games and play*

**Fifth month****Lesson 5**

1 *Relaxation*

2 *Marching:*

Select from previous lessons.

3 *Mass drill:*

*Group A*

- a** 1 Arms forward, Place!
  - 2 Arms sideward, left leg forward and heels, Raise!
  - 3 Position.
  - b** 1 Arms sideward, Raise!
  - 2 Arms upward, left leg forward and heels, Raise!
  - 3 Position.
- Each four times.

*Group B*

- a** 1 Arms forward upward, stretch left leg backward and  
right knee, Bend! (*Head erect!!*)
- 2 Position.

*b* 1 Arms sideward, left leg sideward, trunk left sideward,  
and right knee, Bend!

2 Position.

Each four times.

4 *Breathing*

5 *Group dances, games and play*

## GRADE 4: SECOND HALF YEAR

### First month

#### Lesson 1

1 *Relaxation*

2 *Marching:*

Select from any previous lessons.

3 *Mass drill:*

#### *Group A*

*a* 1 Arms outward circles (to arms sideward).

2 And straddle, Jump!

3 Position.

*b* 1 Left arm upward, right arm backward, Raise!

2 Bend left knee and right leg backward, Stretch!

3 Position.

Each four times.

#### *Group B*

*a* 1 Arms sideward, trunk forward, straddle, Jump!

2 Trunk backward, Bend!

3 Trunk, Raise!

4 Position.

*b* 1 Arms sideward, twist trunk left, stride stand, Jump!

2 Trunk right, Twist!

3 Position.

Each four times.

4 *Breathing:*

Standing in "position," hands on hips.

*a* Inhale! (Slowly, through nose.)

*b* Exhale!

Repeat four or five times.

*or*

*a* Arms sideward upward, Inhale! Rise on toes.

*b* Arms sideward downward, Exhale!

5 *Group dances, games and play*

## Second month

## Lesson 2

- 1 *Relaxation*
- 2 *Marching:*  
Column right (left).
- 3 *Mass drill:*

*Group A*

- a* 1 Arms sideward bend at elbows hands on chest (palms outward) Place!
  - 2 Arms sideward, deep knee, Bend!
  - 3 Position.
  - b* 1 Hands on chest, Place!
  - 2 Thrust arms upward, deep knee, Bend!
  - 3 Position.
- Each four times.

*Group B*

- a* 1 Arms sideward upward, straddle, Jump!
  - 2 Arms downward between legs, trunk forward, Bend!
  - 3 Trunk, Raise!
  - 4 Position.
  - b* 1 Arms sideward, straddle, Jump!
  - 2 Trunk left sideward, Bend!
  - 3 Trunk, Raise!
  - 4 Position.
- Each four times.

- 4 *Breathing:* See last lesson.
- 5 *Group dances, games and play*

## Third month

## Lesson 3

- 1 *Relaxation*
- 2 *Marching*
- 3 *Mass drill:*

*Group A*

- a* 1 Arms sideward upward and left knee, Raise!
  - 2 Arms forward downward and backward and left leg backward, Stretch!
  - 3 Position.
  - b* 1 Arms forward upward, left leg forward, Step!
  - 2 Arms sideward, left leg backward, Step!
  - 3 Position.
- Each four times.

*Group B*

- a* 1 Hips, Firm and straddle, Jump!
- 2 Arms sideward and trunk left sideward, Twist!
- 3 Trunk front and hips, Firm!
- 4 Position.
- b* 1 Neck, Firm!
- 2 Trunk forward, Bend!
- 3 Trunk, Raise!
- 4 Position.
- 4 *Breathing*
- 5 *Group dances, games and play*

**Fourth month****Lesson 4**

- 1 *Relaxation*
- 2 *Marching:* Countermarch.
- 3 *Mass drill:*

*Group A*

- a* 1 Hips, firm and feet sideward, Place!
- 2 Left knee, Bend!
- 3 Straighten left (right) knee, Bend!
- 4 Continue 2 and 3 four times.
- 5 Position.
- b* 1 Arms sideward, Raise!
- 2 Arms upward and heels, Raise!
- 3 Position.
- Each four times.

*Group B*

- a* 1 Arms forward upward, Raise! (*Head erect!!*)
- 2 Trunk backward, Bend!
- 3 Position.
- b* 1 Arms sideward, left leg forward, Step!
- 2 Left knee, Bend!
- 3 Position.
- Each four times.
- 4 *Breathing:*
- 5 *Group dances, games and play*



## Fifth month

## Lesson 5

- 1 *Relaxation*
- 2 *Marching:* Select from any previous lessons.
- 3 *Mass drill:*

*Group A*

- a 1 Hands on chest, Place!
- 2 Thrust arms upward, left leg forward and left knee,  
Bend!
- 3 Position.
- b 1 Hands on chest, Place!
- 2 Thrust arms sideways, left leg sideward and left knee,  
Bend!
- 3 Position.  
Each four times.

*Group B*

- a 1 Arms sideward, trunk backward, left leg, Raise!
- 2 Position.
- b 1 Arms sideward, Raise!
- 2 Trunk left sideward, left leg, Raise!  
Each four times.
- 4 *Breathing:*
- 5 *Group dances, games and play*

## GRADE 5: FIRST HALF YEAR

## First month

## Lesson 1

- 1 *Relaxation:*  
(In classroom) Class, stand in aisles and stretch! Attention!  
(In exercising hall) Class, stretch! Attention!  
Let each pupil stretch in the way he chooses. "Attention"  
or "Position" should be correct posture — "chest over  
toes" or "chest high" and arms hanging easily at sides.  
May use "elevation cues."
- 2 *Marching:*  
a Simple marching in single or double column.  
b Follow step, alternately right and left. (See lesson 1,  
first month, grade 3). Raise the knee of the advancing  
foot at each step forward.
- 3 *Mass drill:*

*Group A*

The following exercises throughout the term, are each to be done to command first, then,—Continue the exercise to count,—Begin! (1-2; 1-2; six or eight times each).

*a* 1 Arms forward, Raise!

2 Position.

*b* 1 Arms sideward, Raise!

2 Position.

*Group B*

From Hips, Firm!

*a* 1 Left leg forward, Raise!

2 Position.

*b* 1 Left leg sideward, Raise!

2 Position.

*Group C*

From Hips, Firm!

*a* 1 Trunk forward, Bend!

2 Position.

*b* 1 Trunk left sideward, Bend!

2 Position.

4 *General exercise:* See grade 6.

5 *Breathing:*

Standing in "position," hands on hips.

*a* Inhale! (Slowly, through nose)

*b* Exhale!

Repeat four or five times

*or*

*a* Arms sideward upward, Inhale! Rise on toes.

*b* Arms sideward downward, Exhale!

6 *Group dances, games and play*

**Second month****Lesson 2**

1 *Relaxation*

2 *Marching:* Select from any previous lessons

3 *Mass drill:*

*Group A*

*a* 1 Arms forward, left leg forward, Raise!

2 Position.

*b* 1 Arms sideward, left leg sideward, Raise!

2 Position.

*c* 1 Arms backward, left leg backward, Raise!

2 Position.

*Group B*

From Hips, Firm!

- a* 1 Trunk forward, Bend!
- 2 Position.
- b* 1 Trunk left sideward, Bend!
- 2 Position.
- c* 1 Trunk backward, Bend!
- 2 Position.
- 4 *General exercise:* See grade 6.
- 5 *Breathing:* See last lesson.
- 6 *Group dances, games and play*

Third month

Lesson 3

- 1 *Relaxation*
- 2 *Marching*
- 3 *Mass drill:*

*Group A*

- a* 1 Arms forward one-half deep knee, Bend!
- 2 Position.
- b* 1 Arms sideward, deep knee, Bend!
- 2 Position.
- c* 1 Arms forward upward, deep knee, Bend! (*Head erect!!*)
- 2 Position.

*Group B*

From Hips, Firm!

- a* 1 Bend trunk forward and left leg forward, Step!
- 2 Position.
- b* 1 Bend trunk left and left leg sideward, Step!
- 2 Position.
- c* 1 Bend trunk backward, left leg backward, Step!
- 2 Position.
- 4 *General exercise:* See grade 6.
- 5 *Breathing*
- 6 *Group dances, games and play*

Fourth month

Lesson 4

- 1 *Relaxation*
- 2 *Marching*
- 3 *Mass drill:*

*Group A*

- a* 1 Arms forward and left leg forward, Step!
- 2 Position.
- b* 1 Arms sideward and left leg sideward, Step!
- 2 Position.
- c* 1 Arms forward upward and left leg backward, Step!
- (*Head erect!!*)
- 2 Position.

*Group B*

- a* 1 Arms sideward and trunk forward, Bend!
- 2 Position.
- b* 1 Arms sideward and trunk left, Bend!
- 2 Position.
- c* 1 Arms forward upward and trunk backward, Bend!
- 2 Position.
- 4 *General exercise:* See grade 6.
- 5 *Breathing*
- 6 *Group dances, games and play*

**Fifth month****Lesson 5**

- 1 *Relaxation*
- 2 *Marching*
- 3 *Mass drill:*

*Group A*

- a* 1 Arms forward and heels, Raise!
- 2 Position.
- b* 1 Arms sideward jump to straddle and half knee, Bend!
- 2 Position.
- c* 1 Arms forward upward, stretch left leg backward and right knee, Bend!
- 2 Position.

*Group B*

- a* 1 Arms forward upward (touch toes) trunk forward, Bend!
- 2 Position.
- b* 1 Arms sideward, bend trunk left sideward left leg sideward and left knee, Bend!
- 2 Position.
- c* 1 Arms sideward and trunk left, Twist!
- 2 Position.



4 *General exercise:* See grade 6.

5 *Breathing*

6 *Group dances, games and play*

## GRADE 5: SECOND HALF YEAR

### First month

#### Lesson 1

1 *Relaxation*

2 *Marching*

3 *Mass drill:*

#### *Group A*

The following exercises are each to be done, throughout the term, two times to command first, then — continue the exercise to count, Begin! (1-2; 1-2; six or eight times each).

a 1 Arms forward to hands on shoulders, Place!

2 Position.

b 1 Arms sideward hands under armpits, Raise!

2 Position.

c 1 Arms sideward upward to arched hands overhead, Raise!

2 Position.

#### *Group B*

From Hips, Firm!

a 1 Heels, Raise!

2 Position.

b 1 One-half deep knee, Bend!

2 Position.

c 1 Deep knee, Bend!

2 Position.

#### *Group C*

From Hips, Firm!

a 1 Trunk forward, Bend!

2 Position.

b 1 Trunk left sideward, Bend!

2 Position.

c 1 Trunk backward, Bend!

2 Position.

4 *General exercise:* See grade 6.

5 *Breathing:*

Standing in "position," hands on hips.

*a* Inhale! (Slowly, through nose)

*b* Exhale!

Repeat four or five times

*or*

*a* Arms sideward upward, Inhale! rise on toes.

*b* Arms sideward downward, Exhale!

6 *Group dances, games and play*

## Second and third months

### Lesson 2

1 *Relaxation*

2 *Marching*

3 *Mass drill:*

#### *Group A*

*a* 1 Left arm forward upward, right arm backward, Raise!  
2 Position.

*b* 1 Left arm sideward upward, right arm one-half sideward  
(below the horizontal), Raise!

2 Position.

*c* 1 Arms outward circle to side horizontal, Raise!

2 Position.

#### *Group B*

From Hips, Firm!

*a* 1 Left leg forward, Step!

2 Position.

*b* 1 Left leg sideward, Step!

2 Position.

*c* 1 Deep knee, Bend!

2 Position.

#### *Group C*

*a* 1 Left arm forward upward, right arm backward and left  
leg forward, Step!

2 Position.

*b* 1 Left arm sideward upward, right arm, one-half side-  
ward, trunk left sideward and left leg sideward, Step!

2 Position.

*c* 1 Arms outward circle to side horizontal and neck back-  
ward, Bend! (Chin down and in)

2 Position.

4 *General exercise:* See grade 6.

5 *Breathing:* See last lesson.

6 *Group dances, games and play*

# Fourth and fifth months

## Lesson 3

- 1 *Relaxation*
- 2 *Marching*
- 3 *Mass drill:*

### *Group A*

- a* 1 Arms on chest, Place! (Flex hard)
- 2 Position.
- b* 1 Arms sideward, Raise!
- 2 Position.
- c* 1 Arms backward, Raise!
- 2 Position.

### *Group B*

- a* 1 Left knee, Raise!
- 2 Position.
- b* 1 Left leg sideward, Raise!
- 2 Position.
- c* 1 Left leg backward, Raise!
- 2 Position.

### *Group C*

- a* 1 Arms on chest and left knee, Raise!
- 2 Position.
- b* 1 Arms sideward, left leg sideward, Raise!
- 2 Position.
- c* 1 Arms backward, left leg backward and trunk backward,  
Bend!
- 2 Position.

- 4 *General exercise:* See grade 6.
- 5 *Breathing*
- 6 *Group dances, games and play*

## GRADE 6: FIRST HALF YEAR

### First ten weeks

- 1 *Marching:*  
Attention.  
Rest.  
At ease.  
Parade rest.  
Hand salute.

## Facing.

- a Right.
- b Left.
- c About.
- d Half, Face.

## Stepping.

- a Forward
  - b Back
  - c Side
- } Guiding.

## Marching.

- a Forward
  - b Back
- } Guiding.  
} Halting.

2 *Mass drill*, with or without dumbbells.

*Group A*

- a 1 Arms forward.
- 2 Position.
- b 1 Arms sideward.
- 2 Position.
- c 1 Arms sideward upward.
- 2 Position.

*Group B*

## From Hips, Firm!

- a 1 Deep knee bend.
- 2 Position.
- b 1 Bend trunk forward.
- 2 Position.
- c 1 Bend trunk left sideward.
- 2 Position.

*Group C*

- a 1 Arms forward; deep knee bend.
- 2 Position.
- b 1 Arms sideward bend, trunk forward.
- 2 Position.
- c 1 Arms sideward upward, bend trunk left sideward.
- 2 Position.

*Group D*

- a 1 Arms forward, jump forward to deep knee bend.
- 2 Position.
- b 1 Arms sideward, trunk forward, lunge left forward.
- 2 Position.



*c* 1 Arms sideward upward, bend trunk left sideward, lunge left.

2 Position.

3 *General exercise:* For general more vigorous exercise, the teacher may select one or more of the following exercises varying the selection from time to time. The selections made in any individual case will be governed by special local room and school conditions, as well as by the strength and ability of the children concerned.

*a* Double time marching in the classroom.

*b* Double time marching to corridors, or out of doors and return.

*c* Regular fire drill (will need a special allotment of time).

*d* Bucket brigade drill (fire fighting drill — will need a special allotment of time).

*e* Up on toes and repeat.

*f* Hop on one foot and then on the other; stationary or around the room.

*g* Skipping.

*h* Running: (1) around the rooms; (2) stationary; (3) raise heels; (4) raise knees high; (5) stiff legged, throwing legs out in front of body, lean body backward; (6) "maze running."

*i* "Criss Cross Jump."

*j* Springing up on toes (spring-board jump).

*k* Stride jump (alternate one leg in front of the other).

*l* Straddle jump (spread legs and return).

*m* Combinations of (*g*) and (*h*).

*n* Short jumps forward or short jumps backward.

*o* Aisle runs forward.

*p* Aisle runs backward.

*q* Or any other vigorous exercise that is practically applicable to the conditions under which the class is working.

4 *Breathing exercise:*

Standing in "position" hands on hips.

*a* Inhale! (Slowly, through nose).

*b* Exhale!

Repeat four or five times.

or

*a* Arms sideward upward — Inhale! rise on toes.

*b* Arms sideward downward — Exhale!

- 5 *a* Group dances.
- b* Apparatus work.
- c* Gymnastic games.

### Second ten weeks

#### 1 *Marching*

Select orders from previous lessons.

March time.

Column right (left).

- 2 *Mass drill*, with or without dumbbells.

#### *Group A*

- a* 1 Arms forward.
- 2 Position.
- b* 1 Arms sideward.
- 2 Position.
- c* 1 Arms forward upward.
- 2 Position.

#### *Group B*

From Hips, Firm!

- a* 1 Deep knee bend.
- 2 Position.
- b* 1 Twist trunk left.
- 2 Position.
- c* 1 One-half turn left, lunge left forward.
- 2 Position.

#### *Group C*

- a* 1 Arms forward, deep knee bend.
- 2 Position.
- b* 1 Arms sideward, twist trunk left.
- 2 Position.
- c* 1 Arms forward upward, one-quarter turn left, lunge left forward.
- 2 Position.

#### *Group D*

- a* 1 Arms forward, on upward jump, one-quarter turn left, deep knee bend.
- 2 Position.
- b* 1 Arms sideward, twist trunk left, lunge left sideward.
- 2 Position.

- c* 1 Arms forward up, bend trunk backward, one-half turn left, lunge left forward.
- 2 Position.
- 3 *General exercise*: See grade 6, first ten weeks.
- 4 *Breathing exercise*: See grade 6, first ten weeks.
- 5 *a* Group dances.
- b* Apparatus work.
- c* Gymnastic games.

## GRADE 6: SECOND HALF YEAR

### First ten weeks

- 1 *Marching*:  
Select orders from previous lessons.  
Countermarch.
- 2 *Mass drill*, with or without dumbbells.

#### *Group A*

- a* 1 Arms forward.
- 2 Position.
- b* 1 Arms sideward.
- 2 Position.
- c* 1 Arms backward.
- 2 Position.

#### *Group B*

From — Hips, Firm!

- a* 1 Deep bend right knee, extend left leg backward.
- 2 Position.
- b* 1 Lunge left sideward.
- 2 Position.
- c* 1 Lunge left forward.
- 2 Position.

#### *Group C*

- a* 1 Arms forward, deep knee bend with right knee, extend left leg backward.
- 2 Position.
- b* 1 Arms sideward, lunge left leg sideward.
- 2 Position.
- c* 1 Arms backward, lunge left leg forward.
- 2 Position.

*Group D*

- a* 1 Arms forward, deep knee bend with right knee, left leg backward, bend trunk backward.
- 2 Position.
- b* 1 Arms sideward, lunge left sideward (a long lunge, bend knee to an acute angle), bend trunk left sideward (touch left hand to floor).
- 2 Position.
- c* 1 Arms backward, lunge left leg forward, bend trunk forward.
- 2 Position.
- 3 *General exercise:* See grade 6, first ten weeks.
- 4 *Breathing exercise:* See grade 6, first ten weeks.
- 5 *a* Group dances.
- b* Apparatus work.
- c* Gymnastic games.

**Second ten weeks**

- 1 *Marching:*  
Select orders from previous lessons.
- 2 *Mass drill*, with or without dumbbells.

*Group A*

- a* 1 Arms forward.
- 2 Position.
- b* 1 Arms sideward.
- 2 Position.
- c* 1 Arms forward upward. (*Head erect!!*)
- 2 Position.

*Group B*

From — Hips, Firm!

- a* 1 Raise left leg forward and raise right heel.
- 2 Position.
- b* 1 Raise left leg sideward and raise right heel.
- 2 Position.
- c* 1 Raise left leg backward (stiff leg) raise right heel.
- 2 Position.

*Group C*

- a* 1 Arms forward, raise left leg forward, and raise right heel.
- 2 Position.



*b* 1 Arms sideward, raise left leg sideward, and raise right heel.

2 Position.

*c* 1 Arms forward upward, raise left leg backward and raise right heel. (*Head erect!!*)

2 Position.

#### *Group D*

*a* 1 Arms forward, one-quarter left turn, raise left leg and raise right heel.

2 Position.

*b* 1 Arms sideward, one-quarter left turn, raise left leg and raise right heel.

2 Position.

*c* 1 Arms forward upward, one-quarter left turn, raise left leg backward and rise on right heel.

2 Position.

3 *General exercise*: See grade 6.

4 *Breathing exercise*: See grade 6.

5 *a* Group dances.

*b* Apparatus work.

*c* Gymnastic games.

## GRADE 7: FIRST HALF YEAR

### First ten weeks

1 *Marching*:

Select orders from previous lessons.

Double time.

2 *Mass drill*, with or without dumbbells.

#### *Group A*

*a* 1 Arms forward.

2 Position.

*b* 1 Left arm forward upward, right arm backward.

- 2 Position.

*c* 1 Arms sideward upward.

2 Position.

#### *Group B*

From — Hips, Firm!

*a* 1 Deep knee bend.

2 Position.

- b* 1 Lunge left leg diagonally forward to the right.
- 2 Position.
- c* 1 Rise on toes.
- 2 Position.

*Group C*

- a* 1 Arms forward, deep knee bend.
- 2 Position.
- b* 1 Left arm forward upward, right arm backward, lunge left leg diagonally forward to the right (cross lunge).
- 2 Position.
- c* 1 Arms sideward upward, rise on toes.
- 2 Position.

*Group D*

- a* 1 Arms forward, jump forward to deep knee bend.
- 2 Position.
- b* 1 Swing arms downward between legs, bend trunk forward, lunge left leg diagonally right (cross lunge).
- 2 Position.
- c* 1 Arms sideward upward, bend trunk left, rise on toes.
- 2 Position.
- 3 *General exercise:* See grade 6.
- 4 *Breathing exercise:* See grade 6.
- 5 *a* Group dances.
- b* Apparatus.
- c* Gymnastic games.

**Second ten weeks**

- 1 *Marching:*  
Select orders from previous lesson.
- 2 *Mass drill*, with or without dumbbells.

*Group A*

- a* 1 Arms sideward and bend in front of chest, knuckles toward chest.
- 2 Position.
- b* 1 Arms forward upward over left shoulder, bend at elbows, hands on back of shoulder. (*Head erect !!*)
- 2 Position.
- c* 1 Arms forward upward to downward slightly above side horizontal (like the letter "Y").
- 2 Position.

*Group B*

From — Hips, Firm!

- a* 1 Deep knee bend.
- 2 Position.
- b* 1 Straddle jumps.
- 2 Position.
- c* 1 Kneel on left knee.
- 2 Position.

*Group C*

- a* 1 Arms sideward and bend in front of chest, knuckles toward chest, deep knee bend.
- 2 Position.
- b* 1 Arms forward upward to hands over left shoulder, straddle jump. (*Head erect!!*)
- 2 Position.
- c* 1 Arms forward upward to a letter "Y" position, kneel on left leg.
- 2 Position.

*Group D*

- a* 1 Arms sideward and bend in front of chest, jump to deep knee with a quarter left turn.
- 2 Position.
- b* 1 Swing arms downward between legs, straddle jumps.
- 2 Position.

NOTE: When coming to position the first time, bring both arms over left (right) shoulder, and begin all the following first counts from that position.

- c* 1 Arms forward up to "Y," bend trunk backward, kneel on left leg.
- 2 Position.

- 3 *General exercise:* See grade 6.
- 4 *Breathing exercise:* See grade 6.
- 5 *a* Group dances.
- b* Apparatus work.
- c* Gymnastic games.

## GRADE 7: SECOND HALF YEAR

## First ten weeks

1 *Marching:*

Select orders from previous lessons.

Change step.

2 *Mass drill*, with or without dumbbells.

*Group A*

- a* 1 Raise arms forward to hands on chest.  
2 Position.
- b* 1 Raise arms sideward to hands under armpits.  
2 Position.
- c* 1 Raise arms sideward to hands on shoulders.  
2 Position.

*Group B*

From — Hips, Firm!

- a* 1 Rise on toes.  
2 Position.
- b* 1 Jump to straddle.  
2 Position.
- c* 1 Jump to stride stand.  
2 Position.

*Group C*

- a* 1 Raise arms forward to hands on chest, rise on toes.  
2 Position.
- b* 1 Raise arms sideward to hands under armpits, jump to straddle.  
2 Position.
- c* 1 Raise arms sideward to hands on shoulders, jump to stride stand.  
2 Position.

*Group D*

- a* 1 Raise arms forward, jump forward, land on toes.  
2 Position.
  - b* 1 Swing arms between legs, bend trunk forward, jump to straddle.  
2 Position.
  - c* 1 Raise arms sideward upward, bend trunk left sideward, jump to stride stand (left leg forward).  
2 Position.
- 3 *General exercise:* See grade 6.
  - 4 *Breathing exercise:* See grade 6.
  - 5 *a* Group dances.
  - b* Apparatus work.
  - c* Gymnastic games.



## Second ten weeks

1 *Marching:*

Select orders from previous lessons.

To the rear.

2 *Mass drill*, with or without dumbbells.*Group A*

*a* 1 Left arm forward, right arm sideward and bend to right hand in front of left breast (knuckles on chest).

2 Position.

*b* 1 Left arm sideward, right arm sideward and bend to right hand in front of chest.

2 Position.

*c* 1 Left arm forward upward, right arm sideward upward and bend over head, knuckles to the rear.

2 Position.

*Group B*

From — Hips, Firm!

*a* 1 Raise left leg forward.

2 Position.

*b* 1 Raise left leg sideward.

2 Position.

*c* 1 Raise left leg backward.

2 Position.

*Group C*

*a* 1 Left arm forward, right arm sideward and bend to right hand in front of left breast, raise left leg forward.

2 Position.

*b* 1 Left arm sideward, right arm sideward and bend in front of left breast, raise left leg sideward.

2 Position.

*c* 1 Left arm forward upward, right arm sideward upward and bend over head, raise left leg backward.

2 Position.

*Group D*

*a* 1 Left arm forward, right arm sideward and bend in front of left breast, bend trunk forward, lunge left forward.

2 Position.

*b* 1 Left arm sideward, right arm sideward and bend in front of left breast, bend trunk left, lunge left.

2 Position.

c 1 Left arm forward upward, right arm sideward and bend over head, bend trunk backward, lunge left backward.

2 Position.

3 *General exercise*: See grade 6.

4 *Breathing exercise*: See grade 6.

5 a Group dances. .

b Apparatus work.

c Gymnastic games.

## GRADE 8: FIRST HALF YEAR

### First ten weeks

1 *Marching*:

Select orders from previous lessons.

Right, (left) Dress.

2 *Mass drill*, with or without dumbbells.

#### *Group A*

a 1 Raise arms forward, raise left leg forward.

2 Position.

b 1 Raise arms sideward, raise left leg sideward.

2 Position.

c 1 Raise arms forward upward, raise left leg backward.

(Do not bend leg at knee) (*Head erect!!*)

2 Position.

#### *Group B*

a 1 Arms forward, lunge left forward.

2 Position.

b 1 Arms sideward, lunge left sideward.

2 Position.

c 1 Arms forward upward, lunge left backward.

2 Position.

#### *Group C*

a 1 Arms forward, one-quarter left turn, lunge left forward.

2 Position.

b 1 Arms sideward, one-quarter left turn, lunge left side-ward.

2 Position!

c 1 Arms forward upward, one-quarter left turn, lunge left backward. (*Head erect!!*)

2 Position.

*Group D*

- a* 1 Arms forward, jump left leg forward right leg backward.  
(Stride stand)
- 2 Position.
- b* 1 Arms sideward, jump to straddle.
- 2 Position.
- c* 1 Arms forward upward, jump to cross legs. (*Head erect!!*)
- 2 Position.
- 3 *General exercise:* See grade 6.
- 4 *Breathing exercise:* See grade 6.
- 5 *a* Group dances.
- b* Apparatus work.
- c* Gymnastic games.

**Second ten weeks**

- 1 *Marching:* Select orders from previous lessons.
- 2 *Mass drill,* with or without dumbbells.

*Group A*

- a* 1 Left arm forward upward, right arm backward, step left leg forward.
- 2 Position.
- b* 1 Left arm sideward upward, right arm one-half sideward, step left leg sideward.
- 2 Position.
- c* 1 Left arm obliquely forward upward, right arm obliquely backward (left behind right).
- 2 Position.

*Group B*

- a* 1 Left arm forward upward, right arm backward, lunge left forward. (*Head erect!!*)
- 2 Position.
- b* 1 Left arm sideward upward, right arm one-half sideward, lunge left sideward.
- 2 Position.
- c* 1 Left arm obliquely forward upward, right arm obliquely backward, lunge left obliquely backward (left behind right).
- 2 Position.

*Group C*

- a* 1 Arms forward to hands on chest, straddle jump.
- 2 Position.
- b* 1 Arms sideward to hands on chest, straddle jump.
- 2 Position.
- c* 1 Arms sideward to finger tips on shoulders, one-quarter left turn, straddle jump.
- 2 Position.

*Group D*

- a* 1 Bend forward, swing arms forward between legs and straddle jump.
- 2 Position.
- b* 1 Bend forward, swing arms forward between legs, one-quarter left turn, straddle jump.
- 2 Position.
- c* 1 Arms sideward finger tips on shoulders, one-half left turn, straddle jump.
- 2 Position.
- 3 *General exercise:* See grade 6.
- 4 *Breathing exercise:* See grade 6.
- 5 *a* Group dances.
- b* Apparatus work.
- c* Gymnastic games.

## GRADE 8: SECOND HALF YEAR

**First ten weeks**

- 1 *Marching:*
  - Select orders from previous lessons.
  - Eyes right (left).
- 2 *Mass drill*, with or without dumbbells.

*Group A*

- a* 1 Arms forward, one-half deep knee bend.
- 2 Position.
- b* 1 Arms sideward, bend trunk forward.
- 2 Position.
- c* 1 Arms backward, bend trunk backward.
- 2 Position.



*Group B*

- a* 1 Arms forward, deep knee bend.
- 2 Position.
- b* 1 Arms sideward to hands on shoulders, jump to straddle
- 2 Position.
- c* 1 Arms sideward, bend trunk left sideward.
- 2 Position.

*Group C*

- a* 1 Arms forward upward, deep knee bend. (*Head erect!!*)
- 2 Position.
- b* 1 Arms sideward, twist trunk left sideward, one-quarter turn left and jump to straddle.
- 2 Position.
- c* 1 Arms backward, bend trunk backward, kneel on left knee.
- 2 Position.

*Group D*

- a* 1 Arms forward, one-quarter turn left, jump to deep knee bend.
  - 2 Position.
  - b* 1 Swing arms downward between legs, one-quarter turn left and jump to straddle.
  - 2 Position.
  - c* 1 Arms sideward, one-quarter turn left, lunge left sideward, bend trunk left (left hand to floor).
  - 2 Position.
- 3 *General exercise:* See grade 6, first half year.
  - 4 *Breathing exercise:* See grade 6, first half year.
  - 5 *a* Group dances.
  - b* Apparatus work.
  - c* Gymnastic games.

**Second ten weeks****1 *Marching:***

Select orders from previous lessons.

**2 *Mass drill,* with or without dumbbells.***Group A*

- a* 1 Arms sideward upward, jump to straddle.
- 2 Position.

*b* 1 Arms forward, hands to floor, bend trunk forward, left leg diagonally backward (back of right leg) bend right knee.

2 Position.

*c* 1 Arms sideward, bend trunk left sideward, lunge left forward.

2 Position.

#### *Group B*

*a* 1 Arms sideward, one-quarter left turn and jump to straddle.

2 Position.

*b* 1 Arms sideward (left hand to floor) bend trunk left, bend left knee, extend right leg backward.

2 Position.

*c* 1 Arms forward upward, trunk backward, lunge left backward.

2 Position.

#### *Group C*

*a* 1 Arms forward, jump to legs crossed (left and right legs alternately in front).

2 Position.

*b* 1 Arms forward to hands under left knee, lunge left forward.

2 Position.

*c* 1 Arms sideward, trunk left twist, jump to stride stand, left leg forward.

2 Position.

#### *Group D*

*a* 1 Arms forward, one-quarter left turn and jump to legs crossed.

2 Position.

*b* 1 Left arm forward upward, right arm backward, one-half left turn, lunge left forward.

2 Position.

*c* 1 Arms sideward, upward, forward, downward and backward, trunk forward, straddle jump.

2 Position.

3 *General exercise:* See grade 6, first half year.

4 *Breathing exercise:* See grade 6, first half year.

5 *a* Group dances.

*b* Apparatus work.

*c* Gymnastic games.

## HIGH SCHOOL

First year      First term      First ten weeks

1 *Marching:*

Select orders from previous lessons.

Count off.

2 *Mass drill*, with or without dumbbells.*Group A*

a 1 Arms forward.

2 Arms sideward.

3 Return to 1.

4 Position.

From — Hips, Firm!

b 1 Raise left leg forward.

2 Lunge left leg forward.

3 Return to 1.

4 Position.

c 1 Arms forward, raise left leg forward.

2 Arms sideward, lunge left leg forward.

3 Return to 1.

4 Position.

*Group B*

a 1 Arms sideward.

2 Arms upward.

3 Return to 1.

4 Position.

From — Hips, Firm!

b 1 Raise left leg sideward.

2 Lunge left leg sideward.

3 Return to 1.

4 Position.

c 1 Arms sideward, raise left leg sideward.

2 Arms upward lunge left sideward.

3 Return to 1.

4 Position.

*Group C*

a 1 Hands on chest, raise left leg forward.

2 Swing arms downward between legs, lunge left forward,  
one-quarter right turn of body.

3 Return to 1.

4 Position.

- b* 1 Arms sideward, raise left leg sideward.
- 2 Lunge left, bend trunk left sideward.
- 3 Return to 1.
- 4 Position.
- 3 *General exercise*: See grade 6, first half year.
- 4 *Breathing exercise*: See grade 6, first half year.
- 5 *a* Group dances.
- b* Apparatus work.
- c* Gymnastic games.

**First year      First term      Second ten weeks**

**1 *Marching*:**

Select orders from previous lessons.

Take interval, to the right (left).

Assemble, to the right (left).

- 2 *Mass drill*, with or without dumbbells.

*Group A*

- a* 1 Raise arms sideward.
- 2 Left arm downward and backward, right arm bent in front of chest (knuckles on chest).
- 3 Return to 1.
- 4 Position.
- From — Hips, Firm!
- b* 1 Step left forward.
- 2 Lunge left forward.
- 3 Return to 1.
- 4 Position.
- Repeat four times.
- c* 1 Raise arms sideward, step left forward.
- 2 Left arm downward backward, right arm bent in front of chest, lunge left forward.
- 3 Return to 1.
- 4 Position.

*Group B*

- a* 1 Arms forward.
- 2 Left arm sideward, right arm bent overhead (knuckles backward).
- 3 Return to 1.
- 4 Position.
- From — Hips, Firm!



- b* 1 Step left sideward.
- 2 Lunge left sideward.
- 3 Return to 1.
- 4 Position.
- c* 1 Arms forward, step left sideward.
- 2 Left arm sideward, right arm bent over head, lunge left.
- 3 Return to 1.
- 4 Position.

*Group C*

- a* 1 Arms backward.
- 2 Left arm forward, right arm bent in front of chest.
- 3 Return to 1.
- 4 Position.
- From — Hips, Firm!
- b* 1 Step left backward.
- 2 Lunge left backward.
- 3 Return to 1.
- 4 Position.
- c* 1 Arms backward, step left backward.
- 2 Left arm forward, right arm bent in front of chest, lunge left backward.
- 3 Return to 1.
- 4 Position.

*Group D*

- a* 1 Left arm downward backward, right arm bent in front of chest, lunge left forward.
- 2 Swing arms downward between legs, bend trunk forward, quarter turn right on heels, both knees bent.
- 3 Return to 1.
- 4 Position.
- b* 1 Left arm sideward, right arm bent over head, lunge left sideward.
- 2 Bend left arm over head, right arm sideward, bend trunk right, straighten left knee, bend right.
- 3 Return to 1.
- 4 Position.
- c* 1 Left arm backward, right arm bent in front of chest, lunge left backward.
- 2 Arms forward, bring left leg to the right leg and deep knee bend.
- 3 Return to 1.
- 4 Position.

- 3 *General exercise:* See grade 6.
- 4 *Breathing exercise:* See grade 6.
- 5 *a* Group dances.
- b* Apparatus work.
- c* Gymnastic games.

**First year      Second term      First ten weeks**

**1 *Marching:***

- Select orders from previous lessons.
- Take distance.
- Assemble.

**2 *Mass drill,* with or without dumbbells.**

*Group A*

- a* 1 Arms sideward.
- 2 Left arm forward upward, right arm downward backward.
- 3 Return to 1.
- 4 Position.
- From — Hips, Firm!
- b* 1 Deep knee bend.
- 2 Rise and step left leg obliquely right backward.
- 3 Return to 1.
- 4 Position.
- c* 1 Arms sideward, deep knee bend.
- 2 Left arm upward, right arm downward backward, step left leg obliquely right backward.
- 3 Return to 1.
- 4 Position.

*Group B*

- a* 1 Arms sideward upward.
- 2 Arms forward.
- 3 Return to 1.
- 4 Position.
- From — Hips, Firm!
- b* 1 Rise on toes.
- 2 Step obliquely forward left with left leg.
- 3 Return to 1.
- 4 Position.
- c* 1 Arms sideward upward, rise on toes.
- 2 Arms forward, step left obliquely forward.
- 3 Return to 1.
- 4 Position.

*Group C*

- a* 1 Left arm forward upward, right arm backward.
- 2 Reverse position of arms.
- 3 Return to 1.
- 4 Position.  
From — Hips, Firm!
- b* 1 Step left leg obliquely right backward.
- 2 Lunge left obliquely forward.
- 3 Return to 1.
- 4 Position.
- c* 1 Left arm forward upward, right arm backward, step left leg obliquely right backward.
- 2 Reverse position of arms, lunge left obliquely forward.
- 3 Return to 1.
- 4 Position.

*Group D*

- a* 1 Arms sideward, deep knee bend.
- 2 Left arm forward upward, right arm backward, bend trunk forward, lunge left leg obliquely right backward (both knees may be slightly bent, left hand touching floor).
- 3 Return to 1.
- 4 Position.
- b* 1 Arms sideward upward, rise on toes.
- 2 Arms forward downward between legs, bend trunk forward, lunge left obliquely forward, bend knees.
- 3 Return to 1.
- 4 Position.
- c* 1 Left arm forward upward, right arm backward, lunge left leg obliquely right backward.
- 2 Arms sideward, bend trunk left sideward, eighth turn on heels (touch left hand to the floor outside of left foot).
- 3 Return to 1.
- 4 Position.
- 3 *General exercise:* See grade 6, first half year.
- 4 *Breathing exercise:* See grade 6, first half year.
- 5 *a* Group dances.
- b* Apparatus work.
- c* Gymnastic games.

First year      Second term      Second ten weeks

1 *Marching:*

Select orders from previous lessons.

Squads right (left).

2 *Mass drill*, with or without dumbbells.

*Group A*

a 1 Arms forward.

2 Arms upward.

3 Return to 1.

4 Position

b 1 Arms sideward.

2 Arms upward.

3 Return to 1.

4 Position

c 1 Arms backward.

2 Arms forward upward.

3 Return to 1.

4 Position.

*Group B*

From — Hips, Firm!

a 1 Step left leg forward.

2 Lunge right leg forward.

3 Return to 1.

4 Position

b 1 Step left leg left sideward.

2 Lunge right leg right sideward.

3 Return to 1.

4 Position

c 1 Step left leg backward.

2 Lunge right leg backward.

3 Return to 1.

4 Position.

*Group C*

a 1 Arms forward, step left forward.

2 Arms upward, lunge right forward. (*Head erect!!*)

3 Return to 1.

4 Position

b 1 Arms sideward, step left sideward.

2 Arms upward, lunge right sideward.

3 Return to 1.

4 Position.



*Group D*

- a* 1 Arms forward upward, step left forward. (*Head erect!!*)
- 2 Arms downward between legs, one-quarter turn left and bend trunk forward.
- 3 Return to 1.
- 4 Position.
- b* 1 Arms sideward, step left sideward.
- 2 Arms upward, bend trunk right, lunge right sideward.
- 3 Return to 1.
- 4 Position.
- 3 *General exercise*: See grade 6, first half year.
- 4 *Breathing exercise*: See grade 6, first half year.
- 5 *a* Group dances.
- b* Apparatus work.
- c* Gymnastic games.

Second year	First term	First ten weeks
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- 1 *Marching*:  
Select orders from previous lessons.  
Squads right (left) about.
- 2 *Mass drill*, with or without dumbbells.

*Group A*

- a* 1 Arms forward.
- 2 Left arm upward, right arm downward and backward.
- 3 Return to 1.
- 4 Position.
- b* 1 Arms forward.
- 2 Left arm sideward upward, right arm downward to one-half sideward.
- 3 Return to 1.
- 4 Position.
- c* 1 Arms backward.
- 2 Arms forward upward.
- 3 Return to 1.
- 4 Position.

*Group B*

From — Hips, Firm!

- a* 1 Deep knee bend.
- 2 Lunge left leg forward.

- 3 Return to 1.
- 4 Position.
- b 1 Deep knee bend.
- 2 Lunge left leg sideward.
- 3 Return to 1.
- 4 Position.
- c 1 Deep knee bend.
- 2 Lunge left leg backward.
- 3 Return to 1.
- 4 Position.

*Group C*

- a 1 Arms forward, deep knee bend.
- 2 Left arm forward upward, lunge left forward.
- 3 Return to 1.
- 4 Position.
- b 1 Arms forward, deep knee bend.
- 2 Left arm sideward upward, right arm downward to one-half sideward.
- 3 Return to 1.
- 4 Position.

*Group D*

- a 1 Arms forward, deep knee bend.
- 2 Swing arms between legs, bend forward, jump to straddle.
- 3 Return to 1.
- 4 Position.
- b 1 Arms forward, deep knee bend.
- 2 Arms upward, trunk backward, jump to straddle.
- 3 Return to 1.
- 4 Position.
- 3 *General exercise:* See grade 6, first half year.
- 4 *Breathing exercise:* See grade 6, first half year.
- 5 a Group dances.
- b Apparatus work.
- c Gymnastic games.

**Second year      First term      Second ten weeks**

**1 Marching:**

Select orders from previous lessons.

**2 Mass drill,** with or without dumbbells.

*Group A*

- a* 1 Arms sideward.
- 2 Arms upward.
- 3 Return to 1.
- 4 Position.
- b* 1 Arms sideward upward.
- 2 Arms downward backward.
- 3 Return to 1.
- 4 Position.
- c* 1 Arms forward upward. (*Head erect!!*)
- 2 Arms forward.
- 3 Return to 1.
- 4 Position.

*Group B*

From — Hips, Firm!

- a* 1 Jump to straddle.
- 2 Lunge left leg forward.
- 3 Return to 1.
- 4 Position.
- b* 1 Jump to straddle.
- 2 Lunge left leg backward.
- 3 Return to 1.
- 4 Position.
- c* 1 Jump to straddle.
- 2 Bend trunk forward.
- 3 Return to 1.
- 4 Position.

*Group C*

- a* 1 Arms sideward, jump to straddle.
- 2 Arms upward, lunge left leg forward.
- 3 Return to 1.
- 4 Position.
- b* 1 Arms sideward upward, jump to straddle.
- 2 Arms downward backward, lunge left leg backward.
- 3 Return to 1.
- 4 Position.
- c* 1 Arms forward upward, jump to straddle. (*Head erect!!*)
- 2 Arms forward, jump to deep knee bend.
- 3 Return to 1.
- 4 Position.

*Group D*

- a* 1 Arms sideward, jump to straddle.
- 2 Swing arms downward between legs, bend trunk forward.
- 3 Return to 1.
- 4 Position.
- b* 1 Arms sideward upward, jump to straddle.
- 2 Bend trunk left, bend left knee.
- 3 Position.
- 3 *General exercise:* See grade 6, first half year.
- 4 *Breathing exercise:* See grade 6, first half year.
- 5 *a* Group dances.
- b* Apparatus work.
- c* Gymnastic games.

**Second year      Second term      First ten weeks**

- 1 *Marching:*  
Select orders from grade 5.  
Right by squads.
- 2 *Mass drill*, with or without hand apparatus.

*Group A*

- a* 1 Arms forward to hands on chest.
- 2 Arms forward.
- 3 Return to 1.
- 4 Position.
- b* 1 Raise arms sideward to hands under armpits.
- 2 Extend arms sideward.
- 3 Return to 1.
- 4 Position.
- c* 1 Arms sideward upward, finger tips on shoulders.
- 2 Arms upward.
- 3 Return to 1.
- 4 Position.

*Group B*

From — Hips, Firm!

- a* 1 Rise on toes.
- 2 One-quarter right turn, lunge left leg sideways.
- 3 Return to 1.
- 4 Position.



- b* 1 Rise on toes.
- 2 One-quarter left turn, lunge left leg forward.
- 3 Return to 1.
- 4 Position.

*Group C*

- a* 1 Arms forward to hands on chest, rise on toes.
- 2 Arms forward, one-quarter right turn, lunge left leg sideways.
- 3 Return to 1.
- 4 Position.
- b* 1 Raise arms sideward to hands under armpits, rise on toes.
- 2 Arms sideward, one-quarter left turn, lunge left forward.
- 3 Return to 1.
- 4 Position.
- c* 1 Arms sideward to finger tips on shoulders, rise on toes.
- 2 Arms upward, one-quarter left turn, lunge left leg sideways.
- 3 Return to 1.
- 4 Position.

*Group D*

- a* 1 Arms forward to hands on chest, rise on toes.
- 2 Arms downward between legs, one-quarter turn right, bend trunk forward, lunge left sideways.
- 3 Return to 1.
- 4 Position.
- b* 1 Raise arms sideward to hands under armpits, rise on toes.
- 2 Arms sideward, bend trunk left sideward, one-quarter left turn, lunge left sideways. (Touch left hand to floor.)
- 3 Position.
- 3 *General exercise:* See grade 6, first half year.
- 4 *Breathing exercise:* See grade 6, first half year.
- 5 *a* Group dances.
- b* Apparatus work
- c* Gymnastic games.

Second year      Second term      Second ten weeks

1 *Marching:*

Select orders from previous lessons.

2 *Mass drill*, with or without hand apparatus.

*Group A*

- a* 1 Left arm forward upward, right arm backward.
- 2 Arms forward.
- 3 Return to 1.
- 4 Position.
- b* 1 Left arm sideward upward, right arm one-half sideward.
- 2 Arms sideward.
- 3 Return to 1.
- 4 Position.
- c* 1 Arms backward.
- 2 Arms forward upward. (*Head erect!!*)
- 3 Return to 1.
- 4 Position.

*Group B*

From — Hips, Firm!

- a* 1 Lunge left leg forward.
- 2 One-quarter turn on heels, straighten left knee and bend right knee.
- 3 Return to 1.
- 4 Position.
- b* 1 Lunge left sideward.
- 2 Straighten left knee, bend right knee.
- 3 Return to 1.
- 4 Position.
- c* 1 Lunge left backward.
- 2 Straighten left knee, bend right knee.
- 3 Return to 1.
- 4 Position.

*Group C*

- a* 1 Left arm forward upward, right arm backward, lunge left forward.
- 2 Arms forward, one-quarter turn right on heels, straighten left knee and bend right knee.
- 3 Return to 1.
- 4 Position.

- b* 1 Left arm sideward upward, right arm one-half sideward, left leg sideward, Lunge!
- 2 Arms sideward, straighten left knee and bend right knee.
- 3 Return to 1.
- 4 Position.
- c* 1 Arms backward, lunge left backward.
- 2 Arms forward upward, bend right knee and straighten left knee.
- 3 Return to 1.
- 4 Position.

*Group D*

- a* 1 Left arm forward upward, right arm backward, lunge left forward:
- 2 Swing downward between legs, bend trunk forward, one-quarter right turn on heels.
- 3 Return to 1.
- 4 Position.
- b* 1 Left arm sideward upward, right arm one-half sideward, lunge left sideward.
- 2 Arms sideward, trunk right sideward, bend right knee and straighten left knee.
- 3 Return to 1.
- 4 Position.
- 3 *General exercise*: See grade 6, first half year.
- 4 *Breathing exercise*: See grade 6, first half year.
- 5 *a* Group dances.
- b* Apparatus work.
- c* Gymnastic games.

**Third year      First term      First ten weeks**

- 1 *Marching*:  
Select orders from previous lessons.  
By the right (left) flank.
- 2 *Mass drill*, with or without dumbbells.

*Group A*

- a* 1 Arms sideward.
- 2 Arms upward, bend at elbows, finger tips touching in front of face, knuckles to face.
- 3 Return to 1.
- 4 Position.

- b* 1 Arms sideward.
- 2 Left arm over head, right arm behind back.
- 3 Return to 1.
- 4 Position.
- c* 1 Outward arm circles to hands behind back (left arm moves counterclockwise across and upward before the body; right arm clockwise).
- 2 Raise arms sideward upward.
- 3 Return to 1.
- 4 Position.

*Group B*

From — Hips, Firm!

- a* 1 Touch step left forward.
- 2 Lunge left forward.
- 3 Return to 1.
- 4 Position.
- b* 1 Touch step left sideward.
- 2 Lunge left sideward.
- 3 Return to 1.
- 4 Position.
- c* 1 Touch step left backward.
- 2 Lunge left backward.
- 3 Return to 1.
- 4 Position.

*Group C*

- a* 1 Arms sideward, touch step left forward.
- 2 Arms upward, bend at elbows, finger tips touching in front of face, lunge left forward.
- 3 Return to 1.
- 4 Position.
- b* 1 Arms sideward, touch step left sideward.
- 2 Left arm over head, right arm behind back, lunge left sideward.
- 3 Return to 1.
- 4 Position.
- c* 1 Outward arm circles to hands behind back (see group A, *c*) touch step left backward.
- 2 Arms sideward upward, lunge left backward.
- 3 Return to 1.
- 4 Position.



*Group D*

- a* 1 Arms sideward upward to finger tips in front of face, lunge left forward.
- 2 Stretch arms upward, bend trunk forward.
- 3 Return to 1.
- 4 Position.
- b* 1 Left arm over head, right arm behind back, lunge left sideward.
- 2 Arms sideward, bend trunk left sideward (touch left hand to floor).
- 3 Return to 1.
- 4 Position.
- c* 1 Arms sideward upward, lunge left backward.
- 2 Arms sideward downward behind back, trunk backward, bend.
- 3 Return to 1.
- 4 Position.
- 3 *General exercise:* See grade 6, first half year.
- 4 *Breathing exercise:* See grade 6, first half year.
- 5 *a* Group dances.
- b* Apparatus work.
- c* Gymnastic games.

**Third year First term Second ten weeks***1 Marching:*

Select order from previous lessons.

*2 Mass drill, with or without dumbbells.**Group A*

- a* 1 Arms forward, step left forward.
- 2 Arms sideward, bend left knee.
- 3 Return to 1.
- 4 Position.
- b* 1 Arms sideward, step left sideward.
- 2 Flex arms to hands on shoulders, bend left knee.
- 3 Return to 1.
- 4 Position.
- c* 1 Arms forward upward, step left backward. (*Head erect!!*)
- 2 Arms forward downward and backward, bend left knee.
- 3 Return to 1.
- 4 Position.

*Group B*

- a* 1 Arms forward, step forward left, bend left knee.
- 2 Arms sideward, bend trunk forward.
- 3 Return to 1.
- 4 Position.
- b* 1 Arms sideward, step left sideward, bend left knee.
- 2 Flex arms, hands to shoulders, bend trunk left.
- 3 Return to 1.
- 4 Position.
- c* 1 Arms forward upward, step left backward, bend left knee.
- 2 Arms sideward, bend trunk backward.
- 3 Return to 1.
- 4 Position.

*Group C*

- a* 1 Arms forward, lunge left forward.
- 2 Arms sideward, bend trunk far forward.
- 3 Return to 1.
- 4 Position.
- b* 1 Arms sideward, lunge left sideward.
- 2 Flex arms, hands on shoulders, bend and twist trunk left.
- 3 Return to 1.
- 4 Position.
- c* 1 Arms forward upward, lunge left backward. (*Head erect!!*)
- 2 Arms forward downward, bend trunk backward and kneel on left knee.
- 3 Return to 1.
- 4 Position.

*Group D*

- a* 1 Arms forward, lunge left forward.
- 2 Hands to floor, bring left leg back to right leg and come to front leaning rest.
- 3 Return to 1.
- 4 Position.
- b* 1 Arms sideward, bend trunk left, lunge left sideward (left hand to floor).
- 2 Swing arm between legs, bend trunk forward and bend both knees.
- 3 Return to 1.

- 4 Position.
- c 1 Arms backward, bend trunk backward and kneel on left knee.
- 2 Arms forward upward, rise and jump upward, feet together. (*Head erect!!*)
- 3 Return to 1.
- 4 Position.
- 3 *General exercise*: See grade 6, first half year.
- 4 *Breathing exercise*: See grade 6, first half year.
- 5 a Group dances.
- b Apparatus work.
- c Gymnastic games.

### Third year      Second term      First ten weeks

#### 1 *Marching*:

Select orders from previous lessons.

On right into line.

#### 2 *Mass drill*, with or without dumbbells.

##### *Group A*

- a 1 Arms forward upward, lunge left forward. (*Head erect!!*)
- 2 Arms forward downward and backward, half turn right on heels, bend right knee, straighten left.
- 3 Return to 1.
- 4 Position.
- b 1 Raise both arms right sideward, shoulder high, lunge left sideward.
- 2 Raise arms upward, quarter left turn on heels.
- 3 Return to 1.
- 4 Position.
- c 1 Arms forward upward, lunge left backward. (*Head erect!!*)
- 2 Arms forward downward and backward, bend right knee, straighten left.
- 3 Return to 1.
- 4 Position.

##### *Group B*

- a 1 Arms forward upward, lunge left forward.
- 2 Arms downward, hands to floor, bend trunk forward.
- 3 Return to 1.
- 4 Position.

- b* 1 Arms right sideward, shoulder high, lunge left sideward.
- 2 Arms upward, bend trunk left, quarter left turn on heels.
- 3 Return to 1.
- 4 Position.
- c* 1 Arms forward upward, lunge left backward.
- 2 Arms forward downward and backward, bend trunk backward.
- 3 Return to 1.
- 4 Position.

*Group C*

- a* 1 Arms sideward and cross in front of chest, deep knee bend.
- 2 Uncross arms and stretch upward in a letter "Y" position, jump to straddle.
- 3 Return to 1.
- 4 Position.
- b* 1 Raise arms to right sideward, shoulder high, step left leg backward and behind right (cross step).
- 2 Swing arms downward, in complete circles with right arm (right sideward), left arm bent over head, lunge left sideward.
- 3 Return to 1.
- 4 Position.
- c* 1 Arms forward upward to letter "Y" position, jump to straddle.
- 2 Arms bent or folded in front of chest, jump to deep knee bend.
- 3 Return to 1.
- 4 Position.

*Group D*

- a* 1 Arms sideward, bend at elbows, hands in front of chest, knuckles toward chest, lunge left forward.
- 2 Arms sideward downward to behind back, bend trunk forward, lunge right forward.
- 3 Return to 1.
- 4 Position.
- b* 1 Raise arms right sideward upward and downward to left sideward (left horizontal), lunge left backward.
- 2 Reverse the arm movement, bend trunk backward, lunge right backward.
- 3 Return to 1.
- 4 Position.



- c 1 Arms sideward to hands on shoulders, kneel on right knee (left leg forward).
- 2 Arms upward, bend trunk left.
- 3 Return to 1.
- 4 Position.
- 3 *General exercise:* See grade 6, first half year.
- 4 *Breathing exercise:* See grade 6, first half year.
- 5 a Group dances.
- b Apparatus work.
- c Gymnastic games.

### Third year      Second term      Second ten weeks

#### 1 *Marching:*

Select from previous lessons.

- 2 *Mass drill*, with or without dumbbells.

#### *Group A*

- a 1 Arms sideward upward, step left backward.
- 2 Right arm downward and forward (front horizontal) quarter turn left on heels.
- 3 Return to 1.
- 4 Position.
- b 1 Left arm backward, right forward upward, step left backward.
- 2 Both arms upward, half left turn on heels.
- 3 Return to 1.
- 4 Position.
- c 1 Arms sideward, step left backward.
- 2 Right arm upward and forward (front horizontal) half left turn.
- 3 Return to 1.
- 4 Position.

#### *Group B*

- a 1 Arms backward, lunge left forward.
- 2 Left arm upward, right arm backward, quarter left turn on left foot, lunge sideward right.
- 3 Return to 1.
- 4 Position.
- b 1 Left arm behind back, right arm sideward, lunge left sideward.
- 2 Left arm backward, right arm bent over head, half turn on left foot, lunge right sideward.

- 3 Return to 1.
- 4 Position.
- c 1 Left arm backward, right arm across chest, knuckles toward chest, lunge left backward.
- 2 Left arm forward upward, right arm downward backward, half turn left on left foot, lunge right forward.
- 3 Return to 1.
- 4 Position.

*Group C*

- a 1 Left arm backward, right arm upward, lunge left obliquely forward.
- 2 Reverse position of arms, bend trunk right sideward, quarter right turn.
- 3 Return to 1.
- 4 Position.
- b 1 Arms left sideward (left horizontal), lunge left sideward.
- 2 Swing arms upward and downward to arms backward, making a quarter right turn, bend right knee, straighten left, bend trunk forward.
- 3 Return to 1.
- 4 Position.
- c 1 Left arm forward, right arm sideward to bent position in front of chest, knuckles toward chest, lunge left leg obliquely backward to the right.
- 2 Swing arms downward, passing the front of the body to forward upward, making a half left turn, bend backward, straighten left knee.
- 3 Return to 1.
- 4 Position.
- 3 *General exercise:* See grade 6, first half year.
- 4 *Breathing exercise:* See grade 6, first half year.
- 5 a Group dances.
- b Apparatus work.
- c Gymnastic games.

Fourth year    First term    First ten weeks

- 1 *Marching:*  
     Select orders from grade 5.  
     Right front into line.
- 2 *Mass drill*, with or without dumbbells.

*Group A*

- a* 1 Arms forward.  
2 Arms sideward.  
3 Arms upward. (*Head erect!!*)  
4 Position.  
    From — Hips, Firm!
- b* 1 Left leg touch step forward.  
2 Left leg step left sideward.  
3 Bend right knee.  
4 Position.
- c* 1 Arms forward, left leg touch step forward.  
2 Arms sideward, left leg step left sideward.  
3 Arms upward, bend right knee.  
4 Position.
- d* 1 Arms forward, lunge left forward.  
2 Arms sideward, lunge left sideward, bend trunk left (touch left hand to floor).  
3 Arms upward, bend trunk right, bend right knee and straighten left.  
4 Position.
- e* 1 Arms forward, bend trunk forward, lunge left leg forward (chest almost touch left knee).  
2 Arms sideward, lunge left sideward, bend trunk left (touch left hand to floor).  
3 Arms upward and downward right, bend trunk right turn, bringing both hands to the floor, bend right and straighten left knee.

*Group B*

- a* 1 Arms backward.  
2 Arms forward upward. (*Head erect!!*)  
3 Arms sideward.  
4 Position.  
    From — Hips, Firm!
- b* 1 Left leg touch step backward.  
2 Left leg step forward.  
3 One-quarter right turn on heels.  
4 Position.
- c* 1 Arms backward, left leg touch step backward.  
2 Arms forward upward, left leg step forward.  
3 Arms sideward, one-quarter right turn on heels.  
4 Position.

- d* 1 Arms backward, lunge left leg backward.
- 2 Arms forward upward, lunge left leg forward.
- 3 Arms sideward, one-quarter right turn on heels, bend right knee and straighten left.
- 4 Position.
- e* 1 Arms backward, bend trunk forward, lunge left leg backward.
- 2 Arms forward upward, raise trunk and bend backward, lunge left leg forward.
- 3 One-quarter right turn on heels, bend trunk forward, arms downward, bend right knee, straighten left. (Left arm between legs, right arm outside of right leg.)
- 4 Position.
- 3 *General exercise:* See grade 6, first half year.
- 4 *Breathing exercise:* See grade 6, first half year.
- 5 *a* Group dances.
- b* Apparatus work.
- c* Gymnastic games.

#### Fourth year      First term      Second ten weeks

- 1. *Marching:*  
Select orders from previous lessons.
- 2 *Mass drill*, with or without dumbbells.

#### *Group A*

- a* 1 Outward arm circles to arms sideward.
- 2 Arms forward.
- 3 Arms upward.
- 4 Position.  
From — Hips, Firm!
- b* 1 Jump to straddle.
- 2 Jump to deep knee bend.
- 3 Lunge left leg forward.
- 4 Position.
- c* 1 Outward arm circles to arms sideward, jump to straddle.
- 2 Arms forward, jump to deep knee bend.
- 3 Arms upward, lunge left leg forward.
- 4 Position.
- d* 1 Outward arm circles to arms sideward, jump to straddle, knees bent.
- 2 Arms forward, jump to deep knee bend.



- 3 Arms upward, bend trunk forward, lunge left leg forward.
- 4 Position.

*Group B*

- a* 1 Arms forward.
- 2 Arms sideward.
- 3 Arms upward.
- 4 Position.
- From — Hips, Firm!
- b* 1 Deep knee bend.
- 2 Lunge left sideward.
- 3 Straighten left knee, bend right.
- 4 Position.
- c* 1 Arms forward, deep knee bend.
- 2 Arms sideward, lunge left sideward.
- 3 Arms upward, straighten left knee, bend right.
- 4 Position.
- d* 1 Arms forward, deep knee bend.
- 2 Arms sideward, bend trunk left, lunge left sideward, touch left hand to floor.
- 3 Arms upward, bend trunk right, straighten right knee and bend left.
- 4 Position.

*Group C*

- a* 1 Arms sideward.
- 2 Arms upward.
- 3 Arms downward backward.
- 4 Position.
- From — Hips, Firm!
- b* 1 Lunge left sideward.
- 2 Lunge left forward.
- 3 Lunge left backward.
- 4 Position.
- c* 1 Arms sideward, lunge left sideward.
- 2 Arms upward, lunge left forward.
- 3 Arms downward backward, lunge left backward.
- 4 Position.
- d* 1 Arms sideward, one-quarter left, lunge left sideward, bend trunk left, left hand to floor.
- 2 Arms upward, bend trunk forward, lunge left forward.
- 3 Arms downward backward, bend trunk backward, lunge left backward.
- 4 Position.

- 3 *General exercise*: See grade 6, first half year.
- 4 *Breathing exercise*: See grade 6, first half year.
- 5 *a* Group dances.
- b* Apparatus work.
- c* Gymnastic games.

Fourth year      Second term      First ten weeks

1 *Marching*:

Select orders from previous lessons.

Right by twos.

Right by file.

2 *Mass drill*, with or without dumbbells.

*Group A*

- a* 1 Arms forward, touch step left forward.
- 2 Arms sideward, lunge left forward.
- 3 Arms upward, left leg to the right leg, deep knee bend.
- 4 Position.
- b* 1 Arms sideward to hands on shoulders, touch step left sideward.
- 2 Arms upward, lunge left sideward.
- 3 Left arm downward to one-half sideward (slightly below the horizontal) right arm downward to one-half upward (slightly above the horizontal) shift weight to right leg raise right heel and left leg off the floor.
- 4 Position.
- c* 1 Arms forward, touch step left backward.
- 2 Arms downward sideward and backward, lunge left backward.
- 3 Arms forward upward, shift weight to right foot, raise right heel. (*Head erect!!*)
- 4 Position.

*Group B*

- a* 1 Arms sideward, lunge left forward.
- 2 Arms upward, kneel on right knee.
- 3 Arms forward, left leg to the right leg and deep knee bend.
- 4 Position.
- b* 1 Arms forward upward, lunge left sideward. (*Head erect!!*)
- 2 Arms downward sideward and backward, bend right knee, straighten left.

- 3 Arms forward, straighten right knee (both straightened).
- 4 Position.
- c 1 Arms backward, lunge left backward.
- 2 Left arm bent in front of chest, knuckles on chest, right arm forward, bend right straighten left knee.
- 3 Arms sideward, bring left leg to right leg, one-half deep knee bend.
- 4 Position.

*Group C*

- a 1 Arms sideward, jump to stride stand (left leg forward).
- 2 Left arm upward, right arm downward, shift weight to left leg and raise heels.
- 3 Arms forward, step left leg to right leg, deep knee bend.
- 4 Position.
- b 1 Arms sideward, jump to straddle.
- 2 Left arm upward, right arm downward, shift weight to left leg, raise heel.
- 3 Arms upward, lunge right sideward.
- 4 Position.
- c 1 Arms backward, step left backward.
- 2 Arms forward upward, bend trunk backward, raise right leg. (*Head erect!!*)
- 3 Arms sideward, lunge forward right.
- 4 Position.
- 3 *General exercise:* See grade 6, first half year.
- 4 *Breathing exercise:* See grade 6, first half year.
- 5 a Group dances.
- b Apparatus work.
- c Gymnastic games.

Fourth year      Second term      Second ten weeks

1 *Marching:*

Select orders from previous lessons.

- 2 *Mass drill*, with or without dumbbells.

*Group A*

- a 1 Arms sideward upward.
- 2 Arms downward behind back.
- 3 Arms sideward.
- 4 Position.

From — Hips, Firm!

- b* 1 Step left forward.
- 2 Step back to right foot, deep knee bend.
- 3 Lunge left sideward.
- 4 Position.
- c* 1 Arms sideward upward, step left forward.
- 2 Arms down behind back, step back to right foot, deep knee bend.
- 3 Arms sideward, lunge left sideward.
- 4 Position.

*Group B*

- a* 1 Arms sideward.
- 2 Arms bent over head.
- 3 Arms sideward.
- 4 Position.  
From — Hips, Firm!
- b* 1 Step left sideward.
- 2 Kneel on right knee, one-quarter turn left.
- 3 Partly rise to bring left leg to right leg one-quarter right turn and deep knee bend.
- 4 Position.
- c* 1 Arms sideward, step left sideward.
- 2 Arms bent over head, kneel on right knee, one-quarter turn left.
- 3 Arms sideward, partly rise to bring left leg to the right, left sideward left horizontal deep knee bend.
- 4 Position.

*Group C*

- a* 1 Arms forward.
- 2 Arms sideward.
- 3 Arms upward.
- 4 Position.  
From — Hips, Firm!
- b* 1 Step left backward.
- 2 One-half left turn and kneel on right knee.
- 3 One-half right turn and bend right knee, straighten left.
- 4 Position.
- c* 1 Arms forward, step left backward.
- 2 Arms sideward, one-half left turn and kneel on right knee.
- 3 Arms upward, one-half right turn and bend right knee, straighten left.
- 4 Position.



*Group D*

- a* 1 Raise arms right sideward upward and downward to left sideward (left horizontal).
- 2 Keep left arm in place, move right arm upward and downward to right sideward.
- 3 Bring right arm upward and over to left arm.
- 4 Position.  
From — Hips, Firm!
- b* 1 Deep knee bend.
- 2 Jump to straddle, left knee bent.
- 3 Bend right and straighten left knee.
- 4 Position.
- c* 1 Raise arms right sideward upward and downward to left sideward (left horizontal) deep knee bend.
- 2 Keep left arm in place, move right arm upward and downward to right sideward, jump to straddle.
- 3 Bring right arm upward and over to left. Bend right and straighten left knee.
- 4 Position.
- 3 *General exercise:* See grade 6, first half year.
- 4 *Breathing exercise:* See grade 6, first half year.
- 5 *a* Group dances.
- b* Apparatus work.
- c* Gymnastic games.

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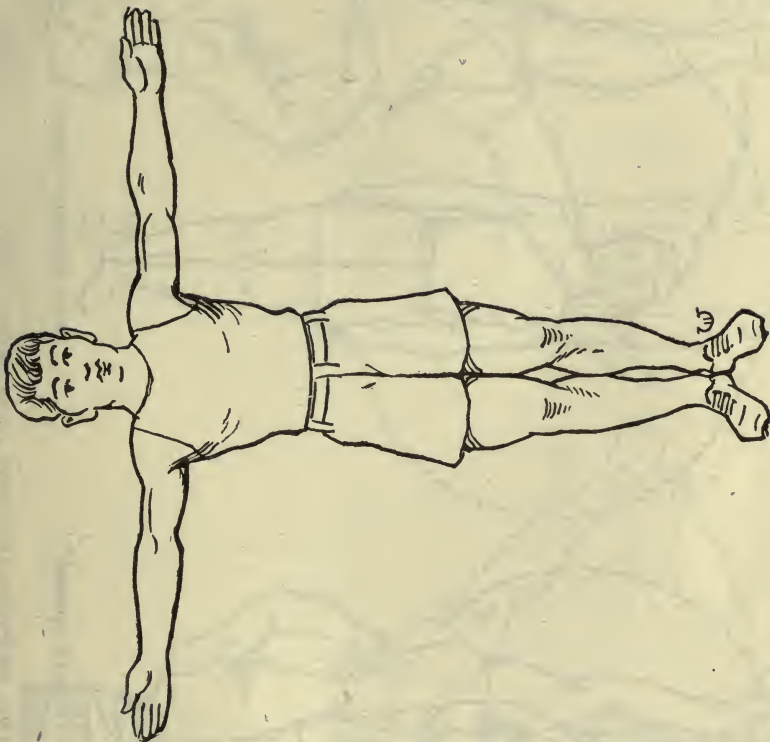
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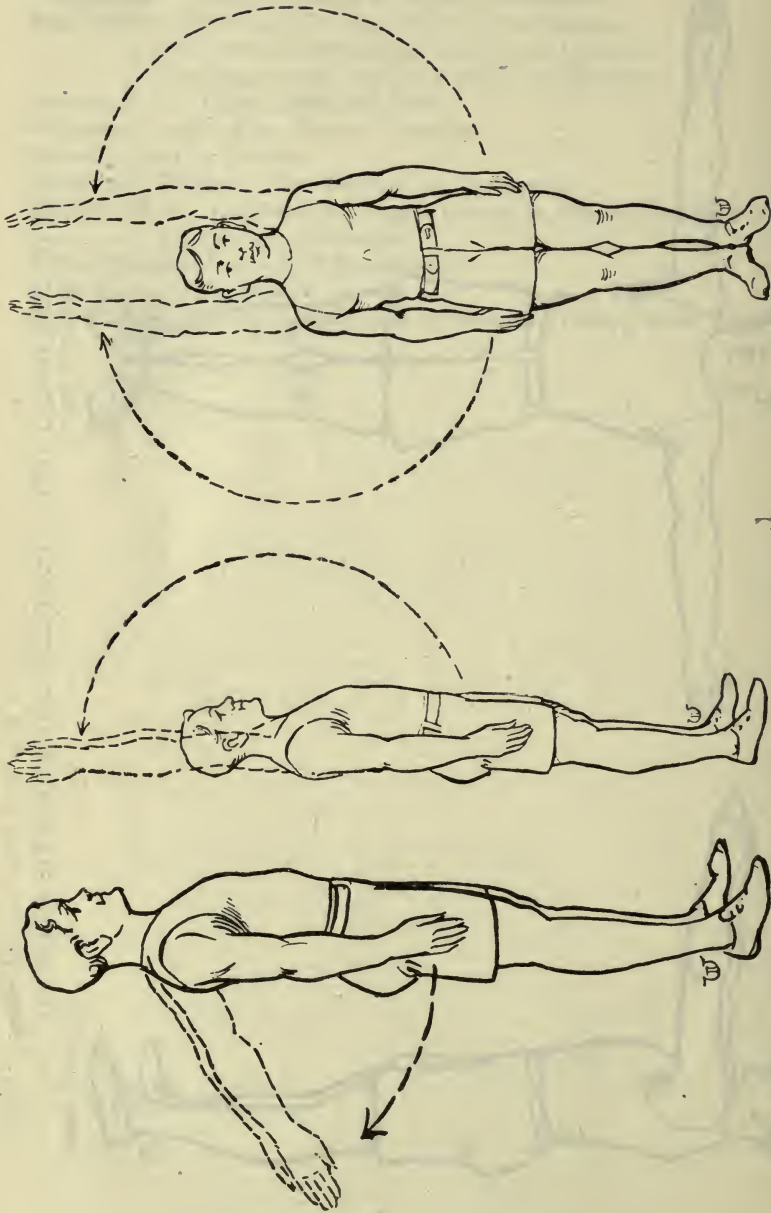
"Arms forward"



"Arms sideward"

# DRAWINGS ILLUSTRATING SETTING-UP AND GYMNASTIC DRILLS

Courtesy of Physical Director's Branch of the Y. M. C. A.



"Arms sideward upward"

"Arms forward upward"

"Arms backward"  
(Dotted outlines shows arms too far backward)

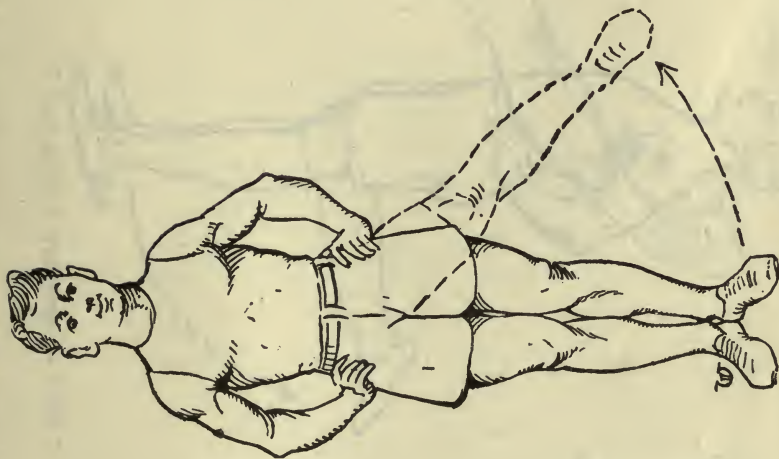
DRAWINGS ILLUSTRATING SETTING-UP AND GYMNASTIC DRILLS

Courtesy of Physical Director's Branch of the Y. M. C. A.





"Right leg forward"



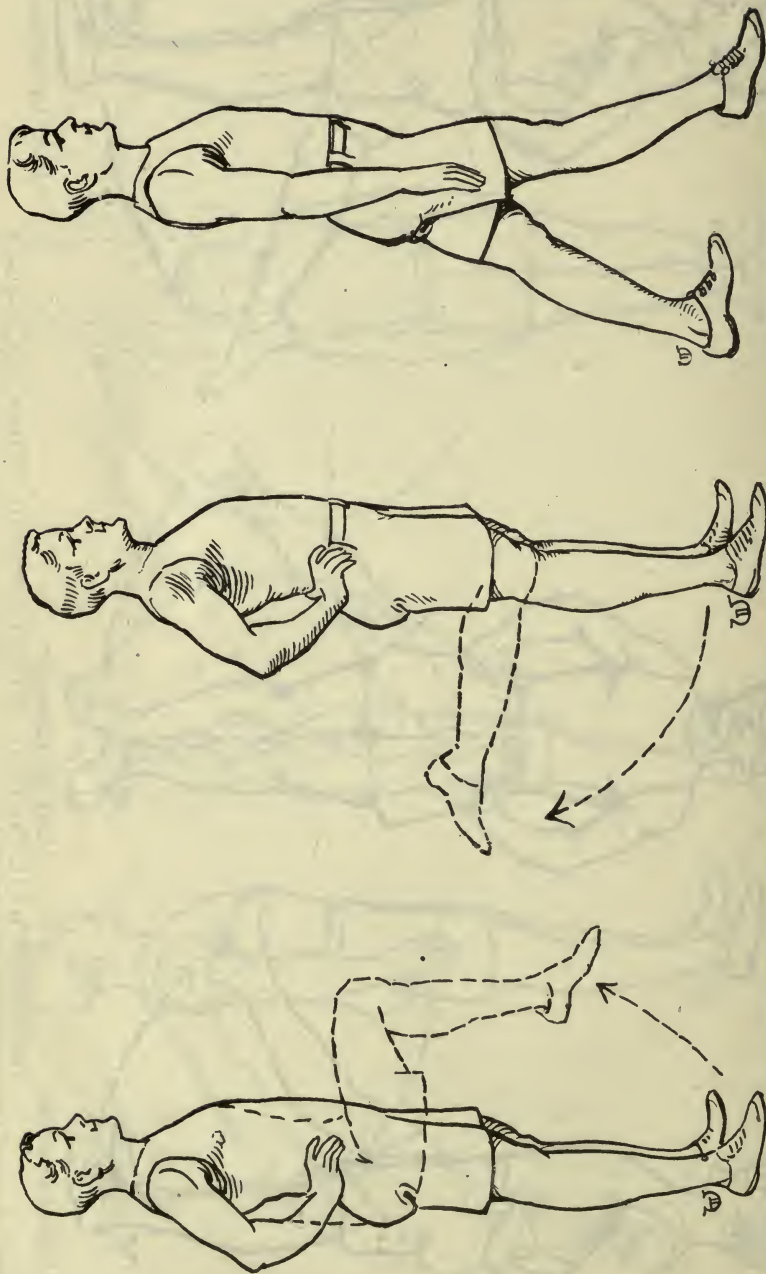
"Left leg sideward"



"Right leg backward"

DRAWINGS ILLUSTRATING SETTING-UP AND GYMNASTIC DRILLS

Courtesy of Physical Director's Branch of the Y. M. C. A.

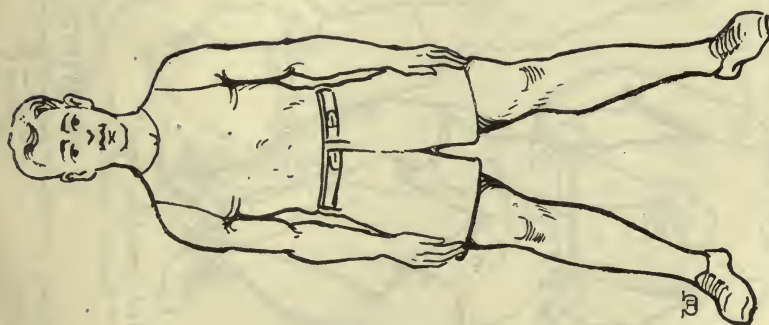


“Right knee upward”  
“Right leg backward, bend at knee”  
“Step right (leg) forward”  
or  
“Jump to stride stand”

DRAWINGS ILLUSTRATING SETTING-UP AND GYMNASTIC DRILLS  
Courtesy of Physical Director's Branch of the Y. M. C. A.



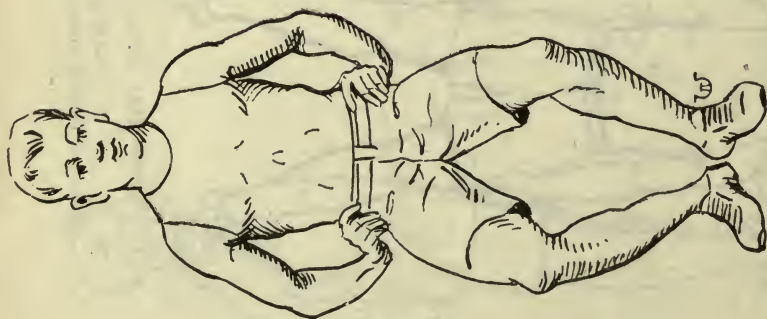
"Lunge left (leg) forward"



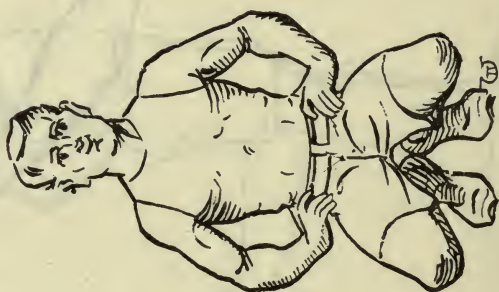
"Step left (leg) sideward"

DRAWINGS ILLUSTRATING SETTING-UP AND GYMNASTIC DRILLS

Courtesy of Physical Director's Branch of the Y. M. C. A.



"Half deep knee bend"  
("Quarter squat")



"Deep knee bend"  
("Full squat")

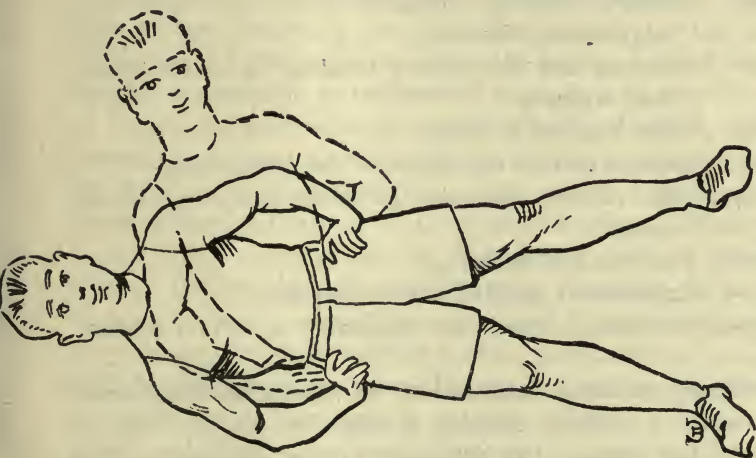


"Bend trunk forward"

### DRAWINGS ILLUSTRATING SETTING-UP AND GYMNASTIC DRILLS

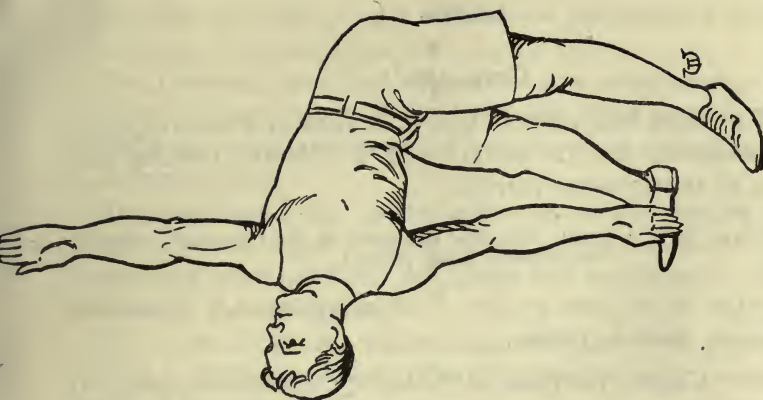
Courtesy of Physical Director's Branch of the Y. M. C. A.





"From — Hips, Firm!"

"Bend trunk left sideward, step left (leg) sideward" (or, "jump to straddle")



"Arms sideward, bend trunk forward and twist left, step left (leg) sideward" (or, "jump to straddle")

# DRAWINGS ILLUSTRATING SETTING-UP AND GYMNASTIC DRILLS

Courtesy of Physical Director's Branch of the Y. M. C. A.

## LAWS

### Chap. 566.

AN ACT to amend the military law, in relation to a military training commission and to military and disciplinary training and making an appropriation therefor.

Became a law May 15, 1910, with the approval of the Governor. Passed, three-fifths being present.

*The People of the State of New York, represented in Senate and Assembly, do enact as follows:*

Section 1. Chapter forty-one of the laws of nineteen hundred and nine, entitled "An act in relation to the militia, constituting chapter thirty-six of the consolidated laws," is hereby amended by adding thereto a new article to be article one-a and to read as follows:

### ARTICLE 1-A.

#### MILITARY AND DISCIPLINARY TRAINING.

Section 26. Military training commission, its assistants, employees and expenses.

27. Physical and disciplinary training in schools; military training.

28. Field training for boys.

29. General powers and duties of the commission.

29-a. State military property, including armories, may be used.

29-b. Use of school buildings.

29-c. Expenses of detailed officers and men.

29-d. Definitions; article not applicable to certain schools.

§ 26. **Military training commission, its assistants, employees and expenses.** A military training commission for the state is hereby established composed of the major general commanding the national guard ex officio, who shall be chairman of the commission, a member to be appointed by the board of regents of the university of the state and a member to be appointed by the governor. The appointed members shall hold office for terms of four years.

The commission shall meet at such places within the state at such stated times as it determines and other meetings shall be held at the call of the chairman or of a majority of the members of the commission at a time and place stated in the call.

The commissioners shall not receive any compensation for their services as such, but they shall be paid their traveling expenses actually and necessarily incurred in the performance of their duties as commissioners.

The commission may appoint and at pleasure remove an inspector of physical training at a salary not exceeding five thousand dollars a year and other assistants and clerks and employees at salaries to be fixed by the commission.

The commission shall make an annual report to the governor containing a summary of the business transacted with a statement in detail of its expenditures.

**§ 27. Physical and disciplinary training in schools; military training.** (1) The military training commission shall advise and confer with the board of regents of the university of the state of New York as to the courses of instruction in physical training to be prescribed for elementary and secondary schools as provided in the educational law.

In order to more thoroughly and comprehensively prepare the boys of the elementary and secondary schools for the duties and obligations of citizenship, it shall also be the duty of the military training commission to recommend from time to time to the board of regents the establishment in such schools, of habits, customs and methods best adapted to develop correct physical posture and bearing, mental and physical alertness, self-control, disciplined initiative, sense of duty and the spirit of cooperation under leadership.

(2) After the first day of September, nineteen hundred and sixteen, all boys above the age of sixteen years and not over the age of nineteen years, except boys exempted by the commission, shall be given such military training as the commission may prescribe for periods aggregating not more than three hours in each week during the school or college year, in the case of boys who are pupils in public or private schools or colleges, and for periods not exceeding those above stated between September first of each year and the fifteenth day of June next ensuing in the case of boys who are not pupils; but any boy who is regularly and lawfully employed in any occupation for a livelihood shall not be required to take such training unless he volunteers and is accepted therefor. Such training periods, in the case of pupils in such schools and colleges, shall be



in addition to prescribed periods of other instruction therein and outside the time assigned therefor. Such training shall be conducted under the supervision of the military training commission by such male teachers and physical instructors of schools and colleges as may be assigned by the boards of education or trustees of such schools or governing bodies of such colleges and accepted by the commission, and by officers and enlisted men of the national guard and naval militia detailed for that purpose by the major general commanding the national guard or such officer and enlisted men of the United States army as may be available. The officers and enlisted men of the national guard and naval militia so detailed shall, while in the actual performance of the duties of the detail, receive such percentage of the pay authorized by this chapter for officers and enlisted men of the national guard and naval militia of their respective grades and length of service as may from time to time be fixed by the commission. Teachers and instructors assigned from schools and colleges shall be paid such compensation as the commission may determine out of moneys appropriated for carrying out the provisions of this article.

§ 28. **Field training for boys.** Within the limit of appropriations therefor, the commission shall establish and maintain state military camps of instruction for field training of boys who are physically fit and above the age of sixteen years and not over the age of nineteen years and who are accepted therefor by the commission. In determining the persons to receive such field training, where moneys available are not sufficient to provide for all, preference shall be given in the following order unless otherwise provided by law: (1) To male pupils in attendance during the preceding school year in secondary schools; (2) pupils in attendance at state agricultural schools and state agricultural colleges during that period; (3) the other boys above specified. The camps shall be located in such places throughout the state as the commission may determine. Any society, organization or association having a fair ground and entitled to an apportionment of state moneys under sections three hundred and ten and three hundred and eleven of the agricultural law, shall, upon the request of the commission, allow the use of its grounds, or part thereof, for any such camp, when the grounds are not needed for its own purposes, unless previously leased to other parties; and if any such society, association or organization shall refuse to allow the use of its grounds as above provided, the moneys otherwise due to it under such law shall be withheld each year in which such refusal occurs.



Such field training shall be given annually, during the summer months, and shall for each detachment of boys cover a period of not less than two or more than four weeks, as the commission may determine. Such camps and the training and discipline thereat shall be under the direction and charge of the major general commanding the national guard, subject to the supervision of the commission. The major general commanding the national guard shall detail for service at such camps, such number of officers and enlisted men of the national guard and naval militia as may be required by the commission. Such officers and enlisted men during such detail shall receive pay, subsistence and transportation as authorized in this chapter and the regulations issued thereunder for officers and enlisted men of their grades and length of service on duty under orders of the major general, commanding the national guard.

§ 29. **General powers and duties of the commission.** The commission in addition to the powers elsewhere in this article conferred on it shall have power to

1. Provide for the observation and inspection of the work and methods prescribed under the provisions of this article, or under the provisions of the education law relating to instruction in physical training prescribed after conference with the commission.

2. Prescribe the powers and duties of the inspector of physical training.

3. Regulate the duties of clerical and other assistants and employees of the commission.

4. Prescribe rules and regulations for compulsory attendance during the periods of military training provided in this article.

5. Regulate individual exemptions from prescribed military training.

6. Maintain, and cooperate with the colleges in the state or the federal authorities in maintaining courses of instruction for male teachers and physical instructors and others who volunteer and are accepted by the commission.

7. Make regulations and rules for fully carrying into effect the provisions of this article.

§ 29-a. **State military property, including armories, may be used.** The authorities in charge of armories may, upon the application of the military training commission, allow the use of any armory of the national guard and naval militia for the conduct of military drills provided for by this article, and may authorize the temporary use by boys for whom military instruction is provided as prescribed in this article, for the purpose of such drills, of arms

and other equipment of the national guard and naval militia, belonging to the state, not then required for the use of the national guard or naval militia, and of arms and other equipment which may have been rendered obsolete and unserviceable and which may be retained and issued for such purpose, under such rules and regulations as the proper military authorities may prescribe. The military authorities of the state are authorized and empowered to loan to the military training commission such military property as may be necessary in the organization and maintenance of field training camps, and to carry out the provisions of this article.

§ 29-b. **Use of school buildings.** The school authorities throughout the state are authorized to permit the use of school buildings and school grounds for the purpose of carrying out the provisions of this article.

§ 29-c. **Expenses of detailed officers and men.** The expenditures authorized to be made by this article to officers and enlisted men of the national guard detailed as therein authorized shall be paid from funds appropriated to carry out the provisions of this article.

§ 29-d. **Definitions; article not applicable to certain schools.** The expression "school authorities" as used in this article shall be construed to have the same meaning and effect as is given to such expression in the education law. "Secondary schools" mean schools for "secondary education," as defined in such law, to the extent that they provide such education. None of the provisions of this article shall apply to any agricultural college in any institution in this state which receives the benefits of the act of congress of July second, eighteen hundred and sixty-two, providing for instruction in agriculture, the mechanic arts, and military training, and in which instruction in military tactics is now required of pupils, nor shall it apply to pupils therein.

§ 2. The sum of one hundred thousand dollars (\$100,000), or so much thereof as may be necessary, is hereby appropriated to carry out the provisions of this act, which sum shall be expended under the direction of the military training commission for its expenses, the salary of assistants, clerical hire, pay and expenses of detailed officers and enlisted men of the national guard and naval militia, compensation of teachers and instructors assigned from schools and colleges for conducting military training, and the cost of maintaining training camps.

§ 3. All laws and parts of laws inconsistent with the provisions of this act are repealed.

§ 4. This act shall take effect immediately.

## LAWS OF NEW YORK — By Authority.

## Chap. 567.

AN ACT to amend the education law, in relation to courses of instruction in physical training and discipline in the schools of the state.

Became a law May 15, 1916, with the approval of the Governor. Passed, three-fifths being present.

*The People of the State of New York, represented in Senate and Assembly, do enact as follows:*

Section 1. Chapter twenty-one of the laws of nineteen hundred and nine, entitled "An act relating to education, constituting chapter sixteen of the consolidated laws," as amended by chapter one hundred and forty of the laws of nineteen hundred and ten, is hereby amended by inserting therein a new article, to be article twenty-six-a, to read as follows:

## ARTICLE 26-A.

## DISCIPLINE AND PHYSICAL TRAINING.

Section 695. Instruction in physical training and kindred subjects.

696. Rules of regents.

697. State aid for teachers employed.

§ 695. Instruction in physical training and kindred subjects.

After the first day of September, nineteen hundred and sixteen, all male and female pupils above the age of eight years in all elementary and secondary schools shall receive as part of the prescribed courses of instruction therein such physical training as the regents after conference with the military training commission may determine, during periods which shall average at least twenty minutes in each school day. Pupils above such age attending the public schools shall be required to attend upon such prescribed courses of instruction. The boards of education and trustees of the several cities and school districts in the state shall require the prescribed instruction to be given in such courses, within such cities and districts respectively, under the direction of the commissioner of education and in accordance with the rules of the regents. Such boards of education or trustees, when the number of pupils in the city or district



required to attend upon such instruction is sufficient, shall employ a competent teacher or teachers to give such instruction. The trustees or boards of education of two or more contiguous districts in the same supervisory district, when authorized or directed by the commissioner of education, may join in the employment of a competent teacher to give such instruction; and the salary of such teacher and the expenses incurred on account of such instruction shall be apportioned by the district superintendent among such districts according to the assessed valuation thereof, and as so apportioned shall be a charge upon each of such districts. Similar courses of instruction shall be prescribed and maintained in private schools in the state, and all pupils in such schools over eight years of age shall attend upon such courses; and if such courses are not so established and maintained in any private school, attendance upon instruction in such school shall not be deemed substantially equivalent to instruction given to children of like ages in the public school or schools of the city or district in which the child resides.

Whenever the regents shall adopt recommendations of the military training commission in relation to the establishment in elementary and secondary schools of habits, customs and methods adapted to the development of correct physical posture and bearing, mental and physical alertness, self-control, disciplined initiative, sense of duty and spirit of co-operation under leadership, as provided in the military law, the regents shall prescribe and enforce such rules as may be necessary to carry into effect the recommendations so adopted.

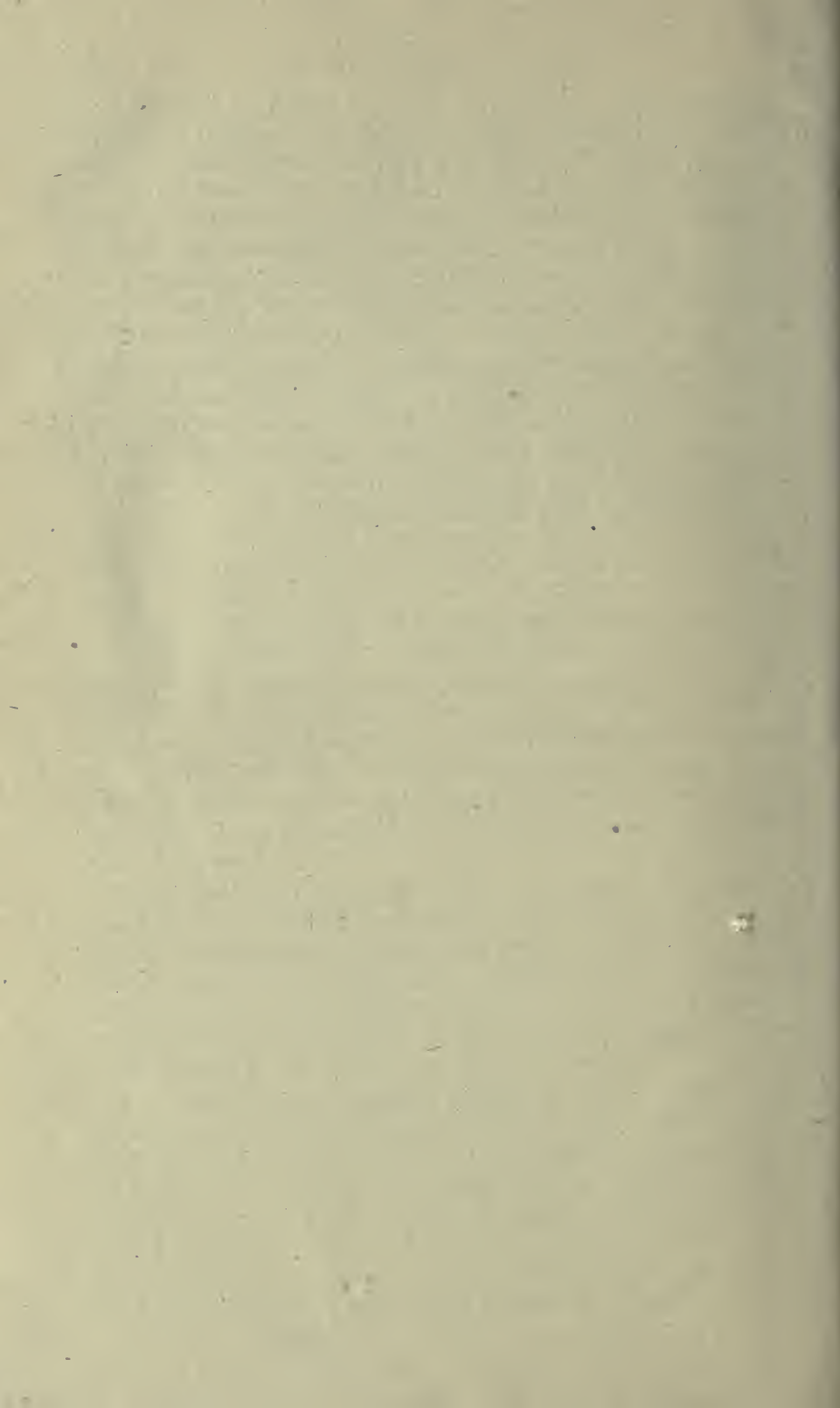
§ 696. **Rules of regents.** It shall be the duty of the regents to adopt rules determining the subjects to be included in courses of physical training provided for in this article, the period of instruction in each of such courses, the qualifications of teachers, the attendance upon such courses of instruction, and relating to carrying out the recommendations of the military training commission when adopted by the regents as provided for in this article.

§ 697. **State aid for teachers employed.** The commissioner of education, in the annual apportionment of state school moneys, shall apportion therefrom to each city and school district on account of courses of instruction as provided in this article, established and maintained in the schools of such city or district during the school year or any part thereof, a sum equal to one-half of the salary paid to each teacher on account of instruction given in such courses, but the entire amount apportioned on account of a single



teacher during a school year shall not exceed six hundred dollars. Such apportionments shall be made out of moneys to be appropriated therefor, subject to the provisions of law relative to apportionments of public money to the public schools of the state. Such apportionments shall not be made unless such courses of instruction shall be approved by the commissioner of education and the instruction therein shall meet the standards prescribed and conform to the provisions of this article and the rules of the regents of the university in respect thereto. If two or more districts shall jointly maintain such courses of instruction, the commissioner of education shall apportion a like amount on account of the salary paid to the teacher, which shall be apportioned to the school districts in accordance with the amount required to be paid by each district for the maintenance of such courses of instruction.

§ 2. This act shall take effect immediately.



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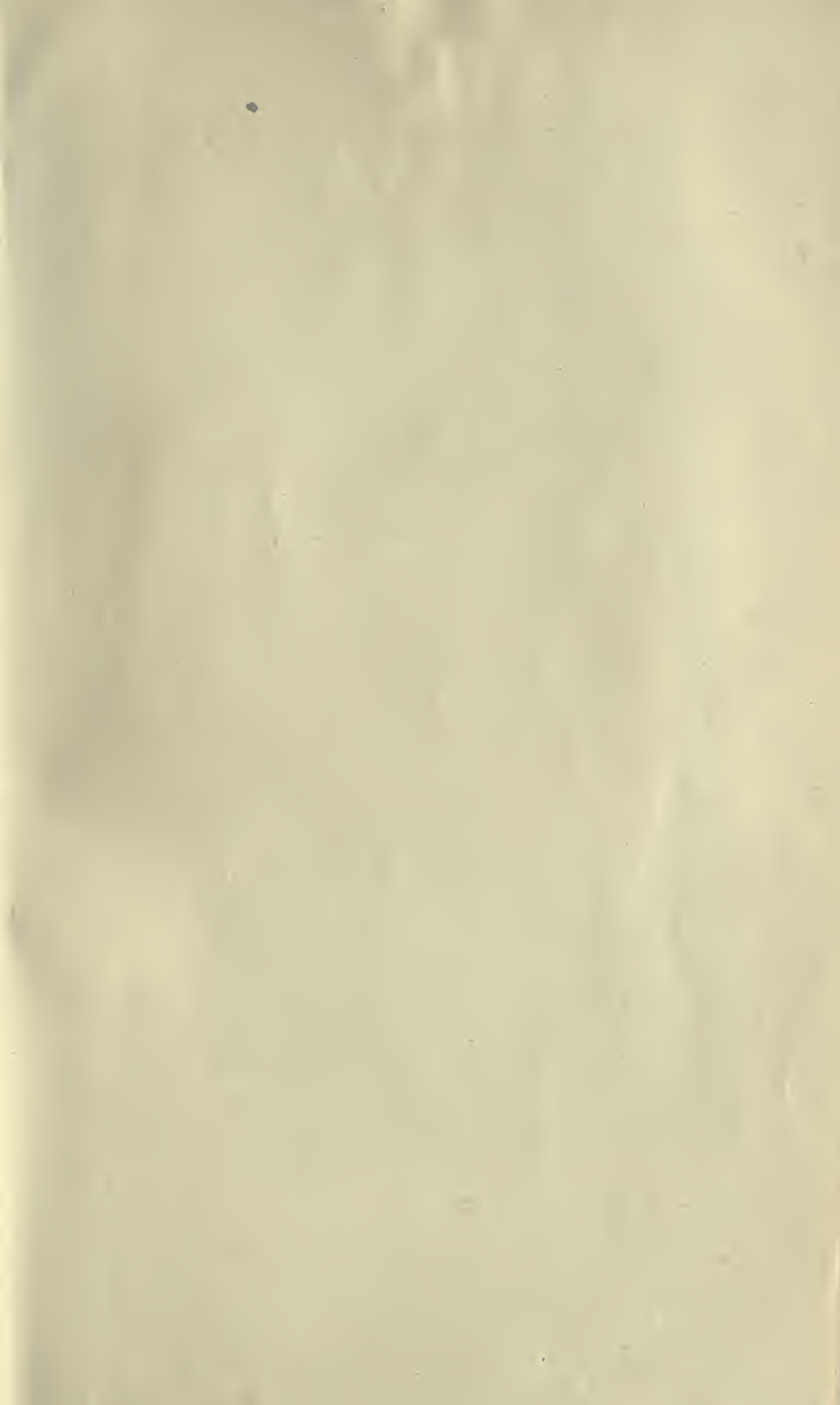
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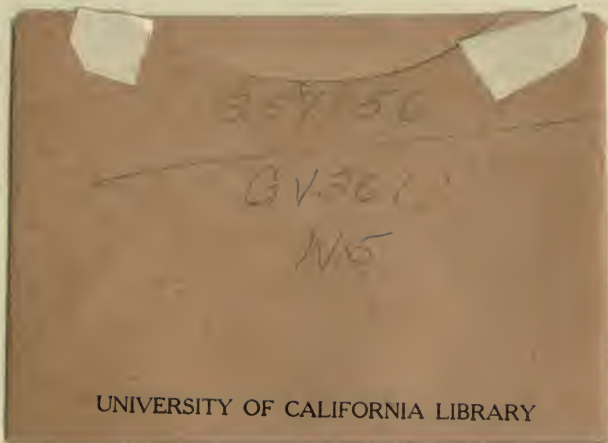
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